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THE TEACHING OF AMERICAN HISTORY

WITH SELECTED REFERENCES

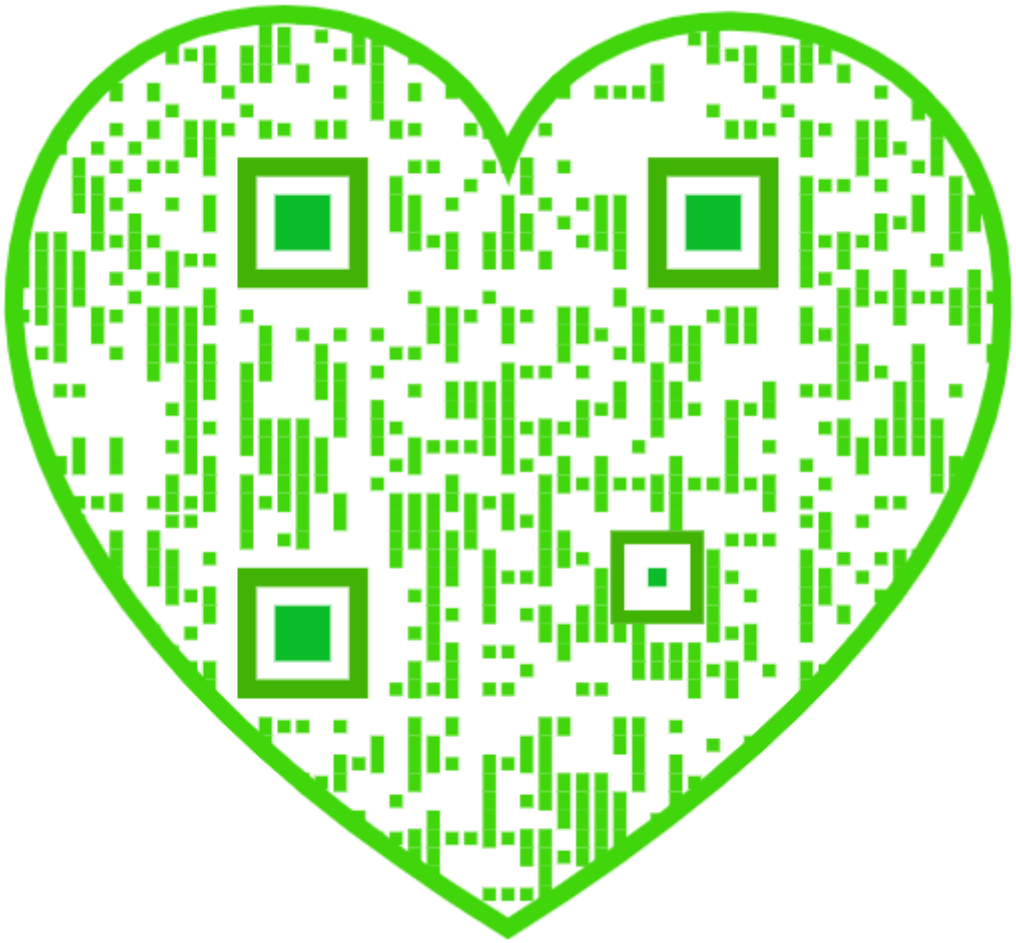
DESIGNED TO ACCOMPANY

A HISTORY OF THE AMERICAN NATION

BY

ANDREW C. McLAUGHLIN

NEW YORK
D. APPLETON AND COMPANY
1903



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TWENTIETH CENTURY TEXT-BOOKS

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Published March, 1903

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TEACHING AMERICAN HISTORY

INTRODUCTION

THIS guide or outline has been prepared chiefly for teachers who are using the History of the American Nation. Its purpose is to direct them to additional material which will aid them in the conduct of their work. It is not expected, of course, that all of the books referred to can be studied either by teacher or pupil; but the exact references will, it is hoped, be of service to those who have not always the time or opportunity to seek out collateral matter for reading or study.

Some selected references are given here and there throughout the History of the American Nation. The references in this guide are, like those in the text, references to readable and authoritative books. Although high-school pupils have been known to use even the most difficult books on constitutional history, it has seemed wise in the preparation of this guide to refer to such volumes very seldom.

In connection with some divisions of the book suggestions are made concerning what should be emphasized. It may be proper to remind the teacher that a few salient thoughts and principles can be dwelt upon in every lesson, and if he is sure that one or two cardinal ideas and a few prominent facts are impressed on his pupil's mind each day, the ultimate results are likely to be better than if an effort is made to grasp everything as if all were of equal importance. Doubtless the pupil can be brought to learn a great many facts; but the teacher should be sure that the chief lesson of any group of facts is not only learned but remembered.

I may venture also to suggest that the teacher can greatly vitalize the subject by bringing into the class-room good pictures of persons, buildings, or scenes, which will amplify the illustrative matter of the text. If good wall maps and pictures are before the

eyes of the pupils a great deal of historical information is unconsciously absorbed.

The topics and questions that are here given generally require thought and investigation outside of the text-books, and are intended only to be suggestive and helpful to the teacher in stimulating the pupils to further thought and study.

To make a complete guide for teachers of American history one would need to prepare a book several times as large as this; but, short and incomplete as this is, it is offered with the hope that it will prove of service.

Method

Before one considers method he necessarily considers purposes or objects of historical instruction. Read Hinsdale's How to Study and Teach History, pp. 1–18, or Report of Committee of Seven. The chief purposes of historical study may be summarized briefly: (1) To supply pupils with a store of valuable information; (2) to bring them to an appreciation of present duties and responsibilities by a study of how the present came to be; (3) to awaken in them a love of historical reading; (4) to give them a knowledge of books and some skill in handling books; (5) to cultivate their judgments and reasoning powers; (6) to discipline and arouse the constructive imagination; (7) to increase the capacity not simply to learn and absorb facts, but to classify them and put them forth again in orderly form.

With these objects in mind, the following methods may be successfully used (see Report of the Committee of Ten, and especially Report of the Committee of Seven, Study of History in Schools):

1. Use one text-book in chief. Without a text to which the pupils adhere more or less closely, knowledge is apt to be fragmentary. One can not wisely underestimate the value of oral recitations, which should cultivate power of expression and clear thinking.

2. Make use of collateral material in good secondary writers, like Parkman, McMaster, etc. At times the teacher may read selections to his class, at times ask pupils to read them. Care must always be taken not to ask untrained pupils to use difficult books or to find material when they have not been trained for such a task.

3. Ask the pupils to do some written work, chiefly in the way of preparing short essays on chosen topics. Sometimes teachers of history and of English can co-operate to mutual advantage.

4. Many teachers find the use of notebooks helpful to the pupils. Have them place in their notebooks various headings at appropri-

ate times, leaving several pages in which to enter under each heading a short statement of the matter which is found in the text or in the outside reading. For example, when slavery is first mentioned place heading Slavery in notebook, and under this heading place references to the text and to various other books when occasion occurs during the course of the work. In this way a full topical outline is made. Other good headings are:

> Influence of Geography on History; English Methods of Colonization; French Methods of Colonization; Religious Toleration; Growth of Independence; Westward Movement of Population; Representative Institutions; Education; Industrial Conditions; Party Principles; Strict Construction of the Constitution; Broad Construction; The Supreme Court; Foreign Relations—(*a*) England, (*b*) France, (*c*) Spain; Annexation of Territory; The Spoils System; The Tariff; Inventions; Typical American Ideas or Acts.

Others will occur to the teacher. The notebooks may also contain excerpts from outside reading.

5. Sometimes map-making is helpful. Outline maps can be obtained. See heading MAPS, *post*. The teacher will strive to have the pupils see the place as well as the time of historical occurrences.

6. It may not be out of place to suggest to the teacher that, while he strives to awaken power in the pupils by getting them to think and to read for themselves, often great assistance and inspiration can be given by a judicious amount of oral instruction, by reading, as suggested above, interesting excerpts, or by the use of pictures of real illustrative value. It seems a good rule to follow not to let one recitation go without bringing into the class-room some interesting and important fact or illustration to add to the value or the force of the lesson.

7. For either oral or written work, well-chosen sources—contemporary material—may be freely used. A wise use of such sources will certainly assist in giving reality and vitality to the study. The pupil in this way comes into more immediate contact with the past; he sees where writers of history get their facts; he realizes in part how the past is restored by the study of the relics of the past. Some of the documents in American history can be profitably studied—e. g., The Declaration of Independence and The Ordinance of 1787 can be easily understood and should be read as well as read about. But all sources are not documents; nor are documents most valuable for secondary pupils. American literature is filled with highly entertaining material, which gives graphic pictures of the past from the pens of contemporary writers. For

instance, such a history as that of William Bradford's is a source of the highest authority and as entertaining as a novel; Lowell's Biglow Papers are a source showing us the feeling of the opponents of the Mexican War. They were in themselves an influence for building up opposition to slavery. Pictures of historical places or contemporary graphic portrayals of conditions or events are sources of value (see, for example, History of the American Nation, pp. 46, 47). The best collections of material are given below under the heading SELECTED LIST, and references are given later in this guide.

Although the History of the American Nation does not contain a superabundance of dates, perhaps there are more than any one can profitably try to remember. The pupils should learn leading dates, and use them for marking chronological movement. The division of the text into periods and presidential administrations will aid in the retention of facts in the proper time. Each division or administration serves as a convenient box for facts. Often it is enough to expect the pupils to know in whose administration an event occurred. The division by presidential administrations is not wholly arbitrary, inasmuch as a change in Presidents often marks a change in political actions and principles; but the teacher should endeavor to have the pupils see the *course* or *current* of historical occurrences, and, although he makes use of administrations or periods for arranging facts, let the pupils see that Presidents as a rule only give expression to forces, and that in history itself no lines of demarcation can be drawn.

INTENSIVE STUDY

In some schools a few weeks or months are set aside for the careful study of a short period in order to give the pupils more training in handling books and in understanding the real meaning of historical work (see Study of History in Schools).

A good period for such study is from 1760 to 1776. Use Hart's Formation of the Union as an outline, if one somewhat longer than History of the American Nation is needed. Use also:

Lecky, American Revolution.—Tyler, Patrick Henry.—Morse, Benjamin Franklin.—Hosmer, Samuel Adams; Thomas Hutchinson.—Lodge, George Washington, 2 vols.—Morse, John Adams; Thomas Jefferson.—Ludlow, War of American Independence.—Stillé, Life of John Dickinson.—Fiske, The American Revolution, vol. i.—Sloane, The French War and the Revolution.—Channing, The United States of America.—Frothingham, Rise of the Republic.—

Trevelyan, American Revolution.—Sumner, Hamilton.—Schouler, Jefferson.—Hart, American History told by Contemporaries, vol. ii; and Source Book.—Tyler, Literary History of the American Revolution, 2 vols.—MacDonald, Select Charters.—American History Leaflets, Nos. 11, 19, 21.—Of course Hildreth, Bancroft, Bryant and Gay, and especially Winsor, Narrative and Critical History, will be helpful, as also, for advanced classes, will the works of the leading statesmen and such compilations as Niles, Principles and Acts.

If the period from 1781 to 1789 be chosen, use:

Hart, Formation of the Union.—Walker, Making of the Nation.—Fiske, Critical Period of American History.—Lodge, Alexander Hamilton.—Gay, James Madison.—Morse, John Adams.—Roosevelt, Gouverneur Morris.—Pellew, John Jay.—Tyler, Patrick Henry.—McMaster, History of the People of the United States, vol. i.—Landon, Constitutional History and Government.—Bancroft, History, vol. vi.—Schouler, History, vol. i.—Hinsdale, The Old Northwest.—Schouler, Hamilton.—Morse, Hamilton, 2 vols.—Gordy, Political Parties, vol. i.—Hosmer, Short History of Mississippi Valley.—Roosevelt, Winning of the West, vols. ii, iii.—MacDonald, Select Documents.—Hart, Source Book; American History told by Contemporaries, vol. iii.—American History Leaflets, Nos. 20, 22, 28.—For advanced pupils Madison's Journal of the Constitutional Convention, The Federalist, and works of leading statesmen.—A good list of topics for these periods is found in Mace, Working Manual, pp. 46–55 and 58–70.—Channing and Hart, Guide, pp. 316–328.

Civil Government and History

In many schools it is inconvenient to give a course in American history and a separate course in civil government. Even where separate courses are given, it is wise to endeavor to teach a good deal of civil government in connection with the history. Get the pupils to see that the past begot the present. Illustrate the past by the present and the present by the past. Many subjects commonly found in books on civil government are really historical—e. g., the colonial governments, local governments in the colonies, the failure of the Confederation, the sources of the Constitution. After the adoption of the Constitution one can study in his historical work the adoption of the amendments and their meaning, methods of interpreting the Constitution, the function of the Supreme Court, the establishment of the courts, the process of impeachment, the admission of new States, etc. References in the following pages of this guide will be helpful. A good civil government on the teacher's desk or in the hands of the pupil will aid in the work.

What may be Omitted

The teacher will, of course, use his judgment as to what may be omitted from the study of the text. There are places where paragraphs or pages can be passed over. In some schools it may be convenient to pass over the colonial period quickly. In such cases have the pupils read but not learn Chapter I; point out the main *characteristics* of the colonies in Chapters II, III, IV; dwell on pages 118 and 119 of Chapter V; teach the main meaning of Chapter VI, as indicated on pages 129, 148, and 150. The chief facts and ideas in Chapter VII can not be omitted, probably, but figures and incidental data may be passed over, provided the pupils get an adequate idea of the actual situation and the difference between one colony and another. Use the colonial period as a real introduction to the federal period.

In the later portion omit chiefly, if necessary, military movements. For example, in dealing with civil war the campaigns can be read, the political parts studied and learned. The last chapter can be summarized, or, on the other hand, used only as an outline for more extensive study in outside material.

CHAPTER I

DISCOVERY AND EXPLORATION

PHYSICAL GEOGRAPHY.

The work should begin with a study of the map that is given at the beginning of the book. Call the pupil's attention to the great physical features of the country, the mountain ranges, the river systems, and the great valleys. It will not be necessary to make a very thorough study of the physiography at first; a number of references to the influence of climate and geography are found here and there in the History of the American Nation—e. g., on pages 4, 128, 133, 151, 157, 421, etc. See Hinsdale, How to Study and Teach History, chap. xv, and The Old Northwest, chap. i.—Shaler, Essay on Physiography of North America, in Winsor, Narrative and Critical History, iv, 1; Shaler, The United States of America, i, chaps. i–iv.—Most useful short accounts in Thwaites, The Colonies, chap. i.—Fisher, Colonial Era, chap. i.—Gilbert and Brigham's Introduction to Physical Geography.

PREHISTORIC MAN.

Winsor, Narrative and Critical History, i, chap. vi (good pictures; useful especially for teachers).—Fiske, Discovery of America, i, 1–100.

MEXICO AND PERU.

Winsor, Narrative and Critical History, i, chap. iv (notice illustrations).—Fiske, Discovery of America, i, 101–143; ii, 213–426.—Portions of Prescott, Conquest of Peru, or Conquest of Mexico, can be read—e. g., Conquest of Mexico, book iv, chap. i.—Read Hart, American History told by Contemporaries, i, 49.

THE INDIANS.

Bancroft, History, ii, 90–136.—Thwaites, The Colonies, 7–20.—Fisher, The Colonial Era, chap. ii.—Hart, Source Book, 23.—Doyle, English in America, 11–22.—Parkman, The Conspiracy of Pontiac, i, chap. i, or Jesuits in America (introduction).—Hart, American History told by Contemporaries, i, 129, 203, 318, 321.

THE NORTHMEN.

Bryant and Gay, History of the United States, chap. i.—Fiske, Discovery of America, i, 148–255 (read at least 164–186).—Original material in Hart, American History told by Contemporaries, i, 28–34; No. 31 of Old South Leaflets; and No. 3 of American History Leaflets.

History of Europe.

The teacher can profitably call to the pupil's attention the characteristics of the fourteenth and fifteenth centuries in Europe. Have pupils read the text-book on European history if nothing more.

Europe and Asia.

Fiske, Discovery of America, i, chap. iii.—Selections from Marco Polo are in Old South Leaflets, No. 33.—For Portuguese voyages, read Fiske, chap. iv; also Major, Prince Henry the Navigator (London, 1868).—Ask pupils to bring in short accounts of (1) Marco Polo, (2) Henry the Navigator, (3) rivalry between Venice and Genoa, (4) fall of Constantinople and effects, (5) importance of trade with the East, (6) European notion of America (Eggleston, Beginners of a Nation, 1–25).

Columbus.

Irving, Life of Columbus (long, eulogistic).—Winsor, Christopher Columbus (difficult, critical, good illustrations).—Fiske, Discovery of America, i, chap. v (interesting).—C. K. Adams, Christopher Columbus, His Life and Works (short life, readable, trustworthy).—Markham, Christopher Columbus. Sources, Letter of Columbus to Santangel in No. 1 of American History Leaflets; see also Nos. 29, 33, of Old South Leaflets.—Hart, American History, etc., i, 35, 44; Source Book, 1.

Cabot.

Beazley, John and Sebastian Cabot.—Smith, Thirteen Colonies, i, 4–14.—Fiske, Discovery of America, ii, 2–16.—Sources, Hart, American History, etc., i, 69; Source Book, 4.—American History Leaflets, No. 9.—Old South Leaflets, No. 37.

Vespucius.

Winsor, Narrative and Critical History, ii, chap. ii (believes Vespucius largely an impostor).—Fiske, Discovery of America, ii, chap. i (long, complex; believes all of Vespucius's claims).—Naming of America in Fiske, ibid., 132, 138; see also Hart, American History, etc., i, 49, 72; Old South Leaflets, No. 34.

Spanish Discoveries, etc.

Fiske, Discovery of America, ii, chaps. xi and xii, especially, 465–474, 504–510.—Bancroft, History, i, chaps. i–iii.—Sources: Old South Leaflets, Nos. 13, 20, 36.—Hart, American History, etc., i, 49, 53, 57, 60, 65; Source Book, 6.—American History Leaflets, No. 13.

Topics.

(1) The Iroquois (see especially Parkman, Jesuits in North America, index). (2) The Mound Builders (Fiske, Discovery of America, i, 140–146). (3) Leif Ericson. (4) What can you find out about Iceland in the tenth century? (5) The ships of the Northmen (Winsor, Narrative and Critical History, i, 62; Higginson, Larger History). (6) Northmen in America. (7) Condition of Europe in the year 1000 (see especially Fiske, i, 258, 259). (8) The youth of Columbus. (9) His first voyage. (10) De Soto. (11) Men-

endez at St. Augustine. (12) Magellan. (13) The discovery of the Philippine Islands. (14) Trace on a modern map the line of demarcation. (15) Indian corn (Hart, Source Book, 32). (16) Journey of Coronado. (17) What continent did the first explorers think America was? (18) Date of naming of America. (19) Notions of Europeans regarding America (Eggleston, Beginners of a Nation, 1-24). (20) State precisely what each of the following men discovered: Columbus, Vespucius, Cabot, Cortez, Pizarro, Balboa, de Soto, Ponce de Leon.

The pupils should have clearly in mind the places where the Spanish dominion was established, and the general character of Spanish rule (see Winsor, Narrative and Critical History, ii, 301, 306, 319).

CHAPTER II

THE SOUTHERN COLONIES

Virginia

HISTORY OF ENGLAND.

It is well to begin by a study of England. Read Green, Short History of English People, chap. vii, secs. v and vi, and chap. viii, secs. i to iii.—Seeley, Expansion of England, is very suggestive for older students. Give at least hasty review of period 1560-1640. Read Kingsley's Westward Ho! and Scott's Kenilworth.

TOPOGRAPHY OF VIRGINIA.

Point out to class chief characteristics. See Thwaites, Colonies, chap. i.—Shaler, Nature and Man in America, 230-233.

ENGLISH SEAMEN.

E. J. Payne, Voyages of the Elizabethan Seamen to America (London; contains contemporary narratives).—Froude, English Seamen in Sixteenth Century.—Higginson, American Explorers.—Fiske, Old Virginia and her Neighbors, i, 1-40.—In Hart's American History, etc., i, 73-81, will be found some entertaining contemporary narratives. The teacher may well enforce the thought that in these days England was just entering upon her great career as a colonizer, and these efforts sprang from an expanding, energetic life. See Green, Short History, chap. vii, secs. v and vii.

MOTIVES OF COLONIZATION.

Eggleston, Beginners of a Nation (a charming book, scholarly as well as entertaining), book 1, chap. iii.—Fiske, Old Virginia and her Neighbors, i, 46-50 (a very interesting, readable book).—Hart, American History, etc., i, especially 145-164.

ORGANIZATION OF GOVERNMENT.

MacDonald, Select Charters, 1-23.—Fiske, Old Virginia, i, chap. v.—Smith, Thirteen Colonies, i, 53-56.—Lodge, English Colonies, 2-13.—Doyle, English in America, 144-149.

TRIALS AND SUFFERINGS.

Eggleston, Beginners, 25-73.—Fiske, Old Virginia, i, chap. iv (Fiske gives credence to all or nearly all of John Smith's recital, even to the affair with Pocahontas, which most writers are inclined to think was a product of that hero's vivid imagination. See Fiske, chap. iii).—Cooke, Virginia, 16-124.—Smith, Thirteen Colonies, chap. ii.—Doyle, English in America, chap. vi.—Sources, in American History Leaflets, No. 27 (extracts from Smith's True Relation); Hart, American History, etc., i, especially 209-214.

REPRESENTATIVE GOVERNMENT.

An assembly in Virginia given to the colonists by the London Company in London. Study the London Company and its party divisions. See especially Fiske, Old Virginia, i, 176-190.—Hart, American History, etc., 218 (gives narrative by the Clerk of Assembly, John Twine).—See also Bancroft, History, i, 110-118.—Cooke, Virginia, 113-119.—Hildreth, History, i, 118.—Smith, Thirteen Colonies, i, 82-88.—Eggleston, Beginners, 56.

SLAVERY.

Fiske, Old Virginia, i, 188, and ii, 180-203 (treats of white slavery as well as negro slavery).—Cooke, Virginia, 119-124.—Bruce, Economic History of Virginia in the Seventeenth Century, i, chap. iv (use index).—Bryant and Gay, 302.—Hart, American History, etc., i, 239, 298, 301 (contemporary).—Hart, Source Book, 92.—For white slavery, see Bruce, chap. ix, and Channing, United States of America, 16. For cultivation of tobacco, see Bruce, 211, 212, and Cooke, 110.—Fiske, Old Virginia, i, 174, 231. Put heading Slavery in notebook.

CAVALIER IMMIGRATION.

Fiske, Old Virginia, ii, chap. x.

BACON'S REBELLION.

Fiske, Old Virginia, ii, chap. xi, especially 96-107.—Lodge, Short History, 18-23.—Hart, American History, etc., i, 237-246 (source).—Cooke, Bancroft, Hildreth.

BERKELEY'S REPORT.

Hart, American History, etc., i, 237.

TOPICS.

(1) Sir Francis Drake. (2) The beginning of the slave trade. (3) John Smith. (4) Sir Edwin Sandys (Eggleston's Beginners). (4) What do you consider the main characteristics of Virginia? Make a list and compare with other colonies. (5) Who were the Cavaliers? (6) What other colonies were established in the seventeenth century after Virginia? Look up dates and compare with date of Virginia. (7) Influence of tobacco on character of Virginia life. (8) Was the government of Virginia anything like that of England or of the United States to-day? (9) Organization of Virginia's representative body. How does it compare with our Congress? (10) Have the charters any of the characteristics of a present-day constitution? (11) Policy and attitude of London Company (see Eggleston, Doyle, Hart). (12) Why was Virginia adapted to slave

labor? (13) Settlements previous to 1607. (14) Value of Raleigh's preliminary work. (15) Boundary of Virginia (trace on a map changes made by charters).

Maryland

The short account in the History of the American Nation gives chief attention to the effort to establish religious toleration in Maryland. This is a large subject, and can only be suggested in the text. Authorities differ on purposes of the Calverts. The best authorities are Browne, George and Cecilius Calvert, Lords Baltimore; Browne, Maryland; Eggleston, Beginners, 220–266. The teacher and pupils will be interested in comparing the statements of various authors as to character of the Calverts and the purpose of the colony.

PROPRIETARY COLONY.

Bring out its essential characteristics. See Fiske, Old Virginia, i, 255–285, especially 269, 279, 280.—Browne, Maryland, 4.—Bryant and Gay, History, i, 488.—Lodge, English Colonies, chap. iii.—Smith, Thirteen Colonies, ii, chap. v.—Doyle, English in America, chaps. x, xi.—Hart, American History, etc., i, chap. xi, and 291; Hart, Source Book, 48.—MacDonald, Select Charters, 53 (charter), 104 (Toleration Act).

TOPICS AND SUGGESTIONS.

(1) Development of representative government in Maryland (Browne's Maryland, index Assembly). (2) What does the Constitution of the United States say about establishment of religion, and religious freedom? The Constitution of your State? (3) What can you find out about religious freedom or intolerance in England, 1630–1689? What was Lord Clarendon's code? (4) Were there religious differences on the Continent of Europe in the seventeenth century? (5) Have we toleration in America or something more? (6) Compare toleration in Maryland with that in Rhode Island. (7) Instructions given by Cecilius Calvert to his brother Leonard. Read and discuss. See Browne, George and Cecilius Calvert, 46. (8) Character of government of Maryland. What is a fief? A palatinate? (Dictionary.) (9) Previous attempts of Lord Baltimore at colonization. (10) What powers were given to the people by the charter? How did they extend these? (11) Essential distinctions between proprietary and royal government. (12) Influence of Puritans in Maryland. (13) Compare the original with present boundaries.

Carolinas

The early history of the Carolinas is somewhat confusing, and it is not necessary for most pupils to try to remember the details. Pupils desiring to get fuller information than that given in the text should read Lodge, Short History, chaps. v and vii, or Fiske, Old Virginia, ii, 270–300, or Bancroft, History, i, 408–436, or McCrady, History of South Carolina under Proprietary Government.

Those not especially interested in the Carolinas should seek to get only the main characteristics of the colonies.

FUNDAMENTAL CONSTITUTIONS.

Strive to discover what effect, if any, the effort to force these articles on the colonies had on their history and character. Why was the scheme a failure? (See Lodge, Short History, 136–138.)—McCrady, History of South Carolina under Proprietary Government (index).—Doyle, English in America, 446–452.—MacDonald, Select Charters, 149–167 (source).—Hart, American History, i, 280.—Winsor, Narrative and Critical History, v, chap. v.—"It was a gage of political contention foolishly thrown down; but in taking it up, the colonists were made ardent students of political rights" (Winsor, ibid., 291; see also ibid., 313).

PROPRIETARY GOVERNMENT.

Fiske, Old Virginia, ii, 275.—Bancroft, History, i, 408.—Lodge, Short History, 134, 135.—Winsor, as above.—McCrady, History of South Carolina under Proprietary Government.—Smith, Thirteen Colonies, ii, chaps. xiv, xv.—Doyle, English in America, chap. xii.

REPRESENTATIVE GOVERNMENT.

References as above to Fiske, Winsor, Lodge, McCrady, Smith, Doyle.

INTRODUCTION OF SLAVERY INTO CAROLINA.

See especially Fiske, Old Virginia, ii, 326.—McCrady, History of South Carolina, etc. (index).

TOPICS.

(1) Make a digest of Fundamental Constitutions (found in Poore's Charters and Constitutions; MacDonald, Select Charters, 149; see also Hart, American History, i, 280). (2) John Locke. (3) Earl of Shaftesbury. (4) Duke of Albemarle, George Monk. (5) Earl of Clarendon. (6) What was Dryden's Absalom and Achitophel? (7) The founding of Charleston. (8) Why did physiography make South Carolina different from North Carolina? (See Fiske, ii, 309; Lodge, Short History, 148, 172.)

CHAPTER III

NEW ENGLAND

The study of New England, like that of Virginia, should begin with a study of old England. The pupils should have in their minds at least a meager outline of events and a few cardinal dates. The following simple outline may be useful to the teacher: 1559–1603, Elizabeth; 1588, defeat of Armada; 1603–1625, James I; 1625–1649, Charles I; 1628, Petition of Right; 1629, Charles tries to rule

without a Parliament; 1633, Laud, Archbishop of Canterbury; 1637, Hampden refuses to give ship-money; 1640, the Short Parliament; 1640, Long Parliament; 1642, civil war begins; 1649, execution of Charles; 1653, Oliver Cromwell, Lord Protector; 1658, Richard Cromwell, Lord Protector; 1660, Restoration; 1660–1685, Charles II; 1685–1688, James II; 1688, Revolution; 1689, William and Mary.

GEOGRAPHY.

Make a short study of New England. See physical map, and read Shaler, Nature and Man in America, 223–229.—Hart, American History, i, 313.

RELIGION.

The teacher will endeavor to show how the Puritans differed from the Anglicans of the day.—See Green, Short History, chap. viii, sec. 1.—Eggleston, Beginners, 98–133, especially 114–121. Distinguish between Puritans and Separatists. The Pilgrims of Plymouth were Separatists; the founders of Boston were not.—Bancroft, History, i, 177–193.—Thwaites, Colonies, 114.—Hart, Source Book, 37.

PLYMOUTH.

Fiske, The Beginnings of New England (interesting; for Pilgrims, see 72–75 and 79–87).—See also Eggleston, Beginners, 163–181 (notice map).—See especially Hart, American History, etc., i, 167 and 340–363, especially 349–356 (from Bradford's Plymouth).—Doyle, English in America: Puritan Colonies, i, 34–81.—Bancroft, History, i, 194–214.—Smith, Thirteen Colonies, i, chap. vi.—Hart, Source Book, 39.

PURPOSES OF FOUNDING MASSACHUSETTS BAY.

Fiske, Beginnings, 93.—Eggleston, Beginners, 196–199.—Old South Leaflets, No. 50 (Winthrop's conclusions, contemporary. For study or topical work, not reading).—Higginson, Life of Francis Higginson, chap. v (source).

THE CHARTER.

Old South Leaflets, No. 7.—MacDonald, Select Charters, 37.

THE SETTLEMENT.

Fiske, 88–96.—Twitchell, John Winthrop.—Higginson, Life of Francis Higginson, especially 30–38.—Lodge, Boston.—Gilman, Story of Boston.—Bancroft, i, 230–240.—Smith, Thirteen Colonies, i, 221–236.—Hart, American History, i, 366; Source Book, 45.

TRANSFER OF CHARTER.

Important. The officers of the corporation became the officers of the colony resident therein. The charter and government of the corporation gradually modified became the constitution and government of a real body politic. See Eggleston, Beginners, 208–212.—Doyle, Puritan Colonies, i, 129–148.—Hart, American History told by Contemporaries, i, 371.

REPRESENTATIVE GOVERNMENT.

Hart, American History told by Contemporaries, 1, 373 (source; readable; good for condensation and topical work).—Fiske, 105–107 (interesting; ask pupils to read).—Bancroft, History, i, 246.—Palfrey, New England, i, 5.—Fiske, Civil Government, 146–148 (compare with method of obtaining representation in Virginia).

TOWN GOVERNMENT.

Fiske, Civil Government, 16–19.—Hinsdale, American Government, part iii, chap. viii.

ROGER WILLIAMS.

Eggleston, Beginners, 266–306 (somewhat too philosophical for pupils perhaps, but highly entertaining. "In the seventeenth century there was no place but the wilderness for such a John Baptist of the distant future as Roger Williams").—Fiske, Beginnings, 114–116.—Doyle, Puritan Colonies, i, 113–140.—Lodge, Short History, 385–390.—Bancroft, History, i, 249–256.—Bryant and Gay, Popular History, i, 538–547.—Smith, Thirteen Colonies, ii, 291–303.—Hart, American History told by Contemporaries, i, 402 (Williams's own statement).

CONNECTICUT.

See especially Hart, American History told by Contemporaries, i, 412, 413 (source).—Hart, Source Book, 51.—Johnston, Connecticut, chap. ii.—Walker, Thomas Hooker.—Eggleston, Beginners, 316–322.—Fiske, Beginnings, 122–138.—Smith, Thirteen Colonies, ii, chap. ix.—Fundamental orders are in Hart, i, 415, and Johnston, 390.—MacDonald, Select Charters, 60, 67, 101, 116. See index in Bancroft and Doyle.

NEW HAMPSHIRE AND MAINE.

Doyle, Puritan Colonies, i, 201–219.—Bancroft, History, i, 257–262.—Bryant and Gay, Popular History, ii, 419–449.—Thwaites, The Colonies, 150–152.—Lodge, Short History, chap. xxi.—Smith, Thirteen Colonies, i, chap. v (early history), chap. ix.—Hart, American History, i, 426, 428.—Hart, Source Book, 55.—MacDonald, Select Charters, 36, 50, 59, 65 (various grants of lands).

NEW ENGLAND CONFEDERATION.

Bring out the essential fact of the beginning of co-operation and union. See Fiske, Beginnings, 155–160.—Bancroft, History, i, 299–310.—Doyle, Puritan Colonies, i, 294–316.—MacDonald, Select Charters, 94–101.—Hart, American History, i, 447.

REVOLUTION OF 1688.

What was done to establish royal colonies under Andros? See index of Bancroft, Doyle, Fiske, Hildreth.—Were there revolutions in the other colonies?

TOPICS, QUESTIONS, ETC.

(1) Pilgrims in Holland: Why did Puritans desire to leave Holland? (2) Mayflower Compact (MacDonald, Select Charters, 33). Does it have any of the characteristics of a constitution? How does it differ from a charter? (3) John Winthrop. (4) Character of Roger Williams. (5) Was there good reason for banishment of Williams

or Mrs. Hutchinson? (6) Why was Connecticut founded? (7) What is a bicameral system? (Hinsdale, American Government, chap. ii.) What are its advantages, if any? (8) What evidence of feeling of independence in New England in seventeenth century? Compare with Virginia in years 1642–1660. (9) What was the Body of Liberties? (Thwaites, Colonies, 138; Bancroft, History, i, 282; American History Leaflets, No. 25; MacDonald, Select Charters, 72.) What principles of these do we now accept? Compare with amendments to Constitution of United States. (10) Aristocratic and democratic sentiments in New England. (11) Origin of the Quakers (History of American Nation, 107). Why did some of them come to New England? (12) The Regicides (Fiske, 193). (13) Bring in outline of charter of Massachusetts of 1691. (See MacDonald, Select Charters, 205.) (14) Cotton Mather. (15) The witchcraft craze (Bancroft.—Eggleston, Transit of Civilization, index). (16) What other colonies were established by 1675? (17) What do you think were the essential characteristics of New England history? (18) What were the essential religious doctrines of the Puritans? Were they agreed among themselves? Were they liberal and tolerant? (19) Did Plymouth receive any charter? From whom did she obtain her land? (20) Trace development of Plymouth, 1621–1691. (21) Character of first Plymouth settlers. (22) What do you think was the cause of the rapid growth of Massachusetts Bay? (23) What was actually transferred in the "transfer of the charter"? (24) Compare government of Massachusetts after 1630 with that of Virginia. (25) Compare method of obtaining representative government, and steps in its development in Virginia, Maryland, and Massachusetts, and the rise of the bicameral system. (26) Compare charter of Massachusetts with its present constitution or that of the United States. (27) Toleration in Massachusetts (Hart, American History, i, 390, 393). (28) How did the constitution of Connecticut differ from the charter of Massachusetts? Of Virginia? From the Mayflower Compact? What innovation did it introduce?

CHAPTER IV

THE MIDDLE COLONIES

New York

GEOGRAPHY.

Begin with the study of geography. See especially Shaler, Nature and Man in America, 229.

FULLER STUDY.

The statement in the History of the American Nation may well be amplified, especially for New York readers, by using such books as Roosevelt, New York (Historic Town Series).—Todd, Story of the City of New York.—Tuckerman, Peter Stuyvesant.—Goodwin, His-

toric New York.—Roberts, New York.—Fiske, Dutch and Quaker Colonies in America, vol. i, chaps. iv, ix; vol. ii, chaps. x, xi.—Hemstreet, Story of Manhattan; When Old New York was Young.

ILLUSTRATIVE MATERIAL.

Lamb, History of the City of New York.—Wilson, Memorial History.—Winsor, Narrative and Critical History, iv, v.—Todd, Story of the City of New York.—Hemstreet, Nooks and Corners of Old New York.—Ullman, A Landmark History of New York.

ORIGINAL MATERIAL.

Old South Leaflets, No. 69, containing Adrian Van der Donck's Description of New York in 1655.—Hart, American History told by Contemporaries, i, 517–547, especially 532–537.—Hart, Source Book, 42, 58.—MacDonald, Charters, 136.

CHARACTER OF DUTCH ADMINISTRATION.

Teacher should point out that Holland failed as a colonizer in America. She had not the growing strength of England. She attempted too much. The colony was exploited by a selfish commercial company. The people were over-eager in trade. She did not seem to have the faculty for transferring her best ideas to the New World. Compare Holland's management of her East Indian colonies to-day.

TOPICS.

(1) What can you find as to character of Dutch administration? (2) Condition of New Netherland when it became New York. (3) Beginnings of local government in New York. (4) Influence of the Dutch on life of New York. (5) The war between England and Holland which transferred New Netherland to England. (6) Why was the colony called New York? (7) Peter Stuyvesant. (8) Henry Hudson. (9) The patroons. (10) What qualities does a colonizing nation seem to need? (11) The Five Nations. (12) Why did the English desire New Amsterdam? (13) Popular government in New York. (14) "Duke's Laws."

Material for these topics may be found largely in Fiske, Dutch and Quaker Colonies.

New Jersey

The early history of New Jersey is comparatively uneventful. It does not furnish the lessons that many of the other colonies do. If a full study of the colony is desired, besides the references given in the History of the American Nation, page 107, the following may be useful:

Raum, The History of New Jersey from its Earliest Settlements to the Present Time (not very readable).—Smith, History of the Colony of Nova Cæsaria, or New Jersey, to 1721.—Winsor, Narrative and Critical History, iii, 420–449; v, 217–229.—Lodge, English Colonies, chap. xiv.—Smith, Thirteen Colonies, ii, chap. i.—Fiske, Dutch and Quaker Colonies, ii (see table of contents).—MacDonald, Select Charters, 139, 141, 171, 174.—Hart, American History, i, chap. xxv.—Hart, Source Book, 62.

Pennsylvania and Delaware

It is almost as important to know the fundamental ideas of the Quakers as of the Puritans. The references given on page 115 of History of the American Nation are perhaps all that the teacher can satisfactorily use. Especially interesting is Bancroft. Point out to pupils how it was that Quakerism cherished the essentials of democracy. A suggestive, highly colored statement of Quakerism in Scott, Development of Constitutional Liberty, 63–81; see also some characteristics of the Quakers entertainingly discussed in Franklin's Autobiography.—Sharpless, A Quaker Experiment in Government, chaps. ii, iii.—Sharpless, Two Centuries of Pennsylvania History, 30–37.—Fisher, The Making of Pennsylvania, chaps. ii, iii.—Fiske, Dutch and Quaker Colonies, ii, 108–114.

WILLIAM PENN.

Fisher, The True William Penn.—Fiske, Dutch and Quaker Colonies, ii, 114–140.—Sharpless, Two Centuries, 37–39.—Colonial Prose and Poetry, ii (letters from Penn).

PURPOSES AND FIRST SETTLEMENTS OF PENN.

Sharpless, Quaker Experiment, 47–62.—Sharpless, Two Centuries, chap. i.—Fiske, Dutch and Quaker Colonies, ii, 140–167.—Fisher, Pennsylvania, Colony and Commonwealth, 1–15.—Sources: MacDonald, Select Charters, 183, 192, 199, 217, 224 (various charters and frames of government).—Hart, American History, i, 554.—Hart, Source Book, 67.

DEVELOPMENT OF PENNSYLVANIA.

Sharpless, Quaker Experiment, chaps. iii–vi.—Sharpless, Two Centuries, chaps. ii–v.—Fisher, Pennsylvania, Colony and Commonwealth, chaps. i, ii, vii, viii.—Fisher, Making of Pennsylvania (useful chiefly for topical work).—Fiske, Dutch and Quaker Colonies, ii, chaps. xvi, xvii.—Smith, Thirteen Colonies, ii, 156–201.

DELAWARE.

Have pupils look up Sweden in the seventeenth century. Notice part taken in the Thirty Years' War, character of people, etc.—Good account of Delaware in Winsor, Narrative and Critical History, iv, chap. ix.—Lodge, Short History, chap. xi.—Smith, Thirteen Colonies, ii, chap. iii.—Sharpless, Two Centuries, 17–30.—Fiske, Dutch and Quaker Colonies, ii (table of contents).—Hart, American History, i, 548–554.

TOPICS.

(1) What were the chief religious beliefs represented in America in 1700? (2) Why was it consistent with Quakerism to be tolerant? (3) The life of Fox. (4) Settlements in Pennsylvania previous to Penn (Smith, Thirteen Colonies, ii, 149–156; Fisher, Making of Pennsylvania, chap. i). (5) Of what nationalities were the chief settlers of Pennsylvania? Why did so many kinds of people come to Pennsylvania? (Fiske, Dutch and Quaker Colonies, ii, chap. xvii). (6) Give out as topics the various nationalities that settled in Pennsylvania (Fisher, Making of Pennsylvania; Hart, American History, i, 559). (7) Religious sects in Pennsylvania (Sharpless,

Quakers in the Revolution, 1–5). (8) Toleration in Pennsylvania. (9) Relations with Indians (Hart, American History, i, 557).

CHAPTER V

HISTORY OF THE EIGHTEENTH CENTURY

The teacher's chief task is to show the pupils that the colonists were not dormant, but were growing in strength and vigor and in capacity for self-government. The period presents many difficulties. Use Bancroft's table of contents, or Lodge's index, or Hildreth's table of contents for topics. One of the best ways to get an idea of the time is to take such a book as Lodge's Short History, and notice the misunderstandings between governors and assemblies, and how the assemblies gained their points. Notice what they contended for. For example, see Lodge, 361–369; 301–307; 215–223. Lodge's Short History and Smith's Thirteen Colonies follow the history of each colony separately down to the outbreak of the Revolution. Fiske's books contain interesting reading on the political events and also on the social conditions. For further reading, see the books referred to above under the individual colonies. Hart, American History, etc., ii, contains a great deal of material illustrating political and social conditions of the time.

CHAPTER VI

FRANCE AND ENGLAND

The teacher will bring out the geographical situation—Spain on the south, France on the north and west, England hemmed in between the mountains and the sea, her colonies "compelled to develop in a more connected way." Notice the mountains, the Hudson, Mohawk, and Lake Champlain region, the river systems of the West to which the St. Lawrence and the Great Lakes lead (see map at beginning). Dwell, too, on the fact that we are studying a struggle for empire. England won from France, 1755–1763. United States, England's offspring, won from Spain, continuing the career of conquest, 1819, 1846–1848, 1898.

MAPS.

See especially Winsor, Narrative and Critical History, iv and v; Cartier to Frontenac; The Mississippi Basin.

ORIGINAL MATERIAL.

Hart, American History, etc., ii, part v, especially 320, 330, 369.—Old South Leaflets, No. 73, No. 9 (Franklin's plan of union), No. 46.—Hart, Source Book, part vi.—MacDonald, Select Charters, 229, 251, 261 (treaties); 253 (Albany Plan).

GENERAL TREATMENT.

Fascinating narratives in Parkman. Teacher can assign almost any portions or read them to the class. See Jesuits in America, Introduction; Old Régime, chap. xv; La Salle, chaps. x and xi; Half Century of Conflict, chap. iv or xiii; Montcalm and Wolfe, chap. xxvii. See bibliography, History of American Nation, 150. See also Higginson, Larger History, chaps. v and vii.—Thwaites, The Story of Wisconsin.—Hinsdale, How to Study and Teach History, chap. xvi, especially secs. 2, 3, 4 (discusses colonial systems).—Bancroft, ii, chaps. ix–xiv.—Fiske, New France and New England.

FRENCH AND INDIAN WAR.

Parkman, Montcalm and Wolfe (see especially chap. i).—Lodge, George Washington, i, chap. iii.—Sloane, The French War and the Revolution, chaps. iv–vi.—Stone, Life and Times of Sir William Johnson.—Hart, Formation of the Union, chap. ii.

SEVEN YEARS' WAR AND CONDITION OF FRANCE AND ENGLAND.

Parkman, Montcalm and Wolfe, i, chap. xi.—Sloane, French War, etc., 38–42.—Green, Short History, chap. x, sec. 1.—Lecky, History of England in the Eighteenth Century.

TOPICS.

(1) French in Brazil. (2) Huguenots in Florida. (3) Champlain and the Iroquois. (4) The Iroquois life. (5) Discovery of Lake Huron. (6) Isaac Jogues. (7) Huron Mission. (8) Discovery of the Mississippi. (9) The Griffin. (10) Tonti. (11) Founding of Louisiana. (12) Canadian feudalism. (13) The Coureurs des Bois. (14) The founding of Detroit. (15) Character of Montcalm. (16) Character of Wolfe. (17) William Pitt. (18) Result of the war (Fiske, American Political Ideas; Hinsdale, Old Northwest, 68–70). (19) The Albany Congress. What other plan of union before 1754? (20) Why did England succeed? (21) Possessions of England after the war. (22) What was the battle of Plassey? Compare with Quebec. (23) The Acadians (see Longfellow's Evangeline).

CHAPTER VII

SOCIAL AND INDUSTRIAL CONDITIONS

The teacher should endeavor to bring out contrasts and similarities strongly. For the study of this chapter, Lodge, Short History of the English Colonies, is invaluable. The author has constantly referred to the able chapters in that work while preparing

Chapter VII of the History of the American Nation. References are given on page 168 of the text-book. By using the index of Lodge one can easily find material on different topics. For example, under title of each colony look up slavery, crimes and punishments, education, style of living, commerce, amusements, traveling, etc.

See also Scudder, Men and Manners in America One Hundred Years Ago.—Eggleston, papers in Century Magazine for 1884.—Goldwin Smith, The United States, chap. i.—Johnston, The United States, chap. i.—Channing, The United States of America, chap. i.—Cooke, Virginia, 364–378, 396–400.—Fiske, Old Virginia, ii. 174–269, especially 177–190 (white servitude), 190–200 (slavery).—Weeden, Economic and Social History of New England, ii. 528–550, 573–606, 674–713.—Adams, Three Episodes of Massachusetts History, ii. 581–838, especially chaps. iv and v.—Bliss, Colonial Times on Buzzard's Bay.—Huntington, Under a Colonial Roof-Tree.—Franklin, Autobiography.—Hart, American History, etc., ii. 229 (selection from Franklin). See also ibid., 235 (Virginia), and 298 (advertisements for escaped slaves), 308 (white servitude). Fiske, Dutch and Quaker Colonies, ii. chaps. xi, xv.—Eggleston, Transit of Civilization (interesting and accurate).—The State histories, as, McCrady, South Carolina, vols. i, ii; Cooke, Virginia; Fisher, Pennsylvania, Colony and Commonwealth, and Making of Pennsylvania, etc., contain chapters on various phases of the social conditions. Such works as Alice Morse Earle's Home Life in Colonial Days, and Stage and Tavern Days, are interesting and profitable. Sources: Hart, American History, i, chaps. xiii, xxi, xxvi; ii, part iv.—Hart, Source Book, chaps. v, vii. Many interesting bits can be read covering various phases of this whole period from Trent and Wells, Colonial Prose and Poetry, ii.

LOCAL GOVERNMENT.

See any text-book on civil government. Fiske, Civil Government, and Hinsdale, American Government, give good accounts. Present condition of local government, Hinsdale, part iii, chap. lv. See especially Bryce, American Commonwealth, part ii, chaps. xlviii, xlix, or abridged edition, chaps. xlvii, xlviii.—Hosmer, Samuel Adams, chap. xxiii.—Hart, Practical Essays in American Politics.—Fiske, American Political Ideas.—Scott, Development of Constitutional Liberty, 174–184.—Hart, American History, i, 344, 566; ii, chap. xi.—Hart, Source Book, 132. Let the pupil discover what sort of local government obtains in his State, what are the duties of the local officers, and whether the form approaches one of the types mentioned in the text.

FORMS OF GENERAL COLONIAL GOVERNMENT.

Hart, Formation of the Union, 13–16.—Johnston, The United States.—Frothingham, Rise of the Republic, 13–20.—Hinsdale, The American Government, chap. ii.—Stevens, Sources of the Constitution, chap. i.—Fiske, Civil Government, 140–160.—Wilson, The State, 846–861.—Hart, American History, ii, part iii, and Source

Book, chap. viii. contain interesting original material, giving concrete examples of the workings of colonial government. It may possibly be profitable to study with advanced classes the charters, constitutions, grants, and acts found in MacDonald, Select Charters.

TOPICS.

It will perhaps be well to give each pupil one colony, or better, one phase of the whole—e. g., slavery in 1760; education; New England trade; value of the town-meeting; social life in Virginia, in South Carolina, in Pennsylvania, in New York, in New England; amusements; religion and the leading sects in each colony. How did the diversity and similarity make a republic like the United States? For a very complete list of topics, see Hart, Source Book, xxxvi-xxxviii.

CHAPTER VIII

CAUSES OF THE REVOLUTION

The teacher will attempt to bring out the successive steps in the estrangement of America, and show why English legislation ran counter to American principles. Notice that there were differences of opinion in the colonies as well as in England. The advanced party in America stood for a development of the principle of representation, not at that time recognized in England. What the condition in England was can be seen from Green, Short History, chap. x. sec. 2; Trevelyan, The American Revolution, chap. ii.

GENERAL REFERENCES.

The best short references to the controversy are given in History of the American Nation, 188. Read especially Channing, United States of America, chap. ii.—Hart, Formation, chap. iii.—Smith, The United States, 67–89 (suggestive).—Higginson, Larger History, chap. ix.—Sloane, The French War, etc., 116–179.—Johnston, The United States (contains concise statement of arguments on both sides).—Longer accounts in Fiske, The American Revolution, i. 1–125 (interesting and readable, strongly American).—Lecky, The American Revolution, 1–200 (written from English standpoint; fair and able).—Bryant and Gay, iii. chaps xiii and xiv.—Bancroft, ii. 546–565, and vol. iii (use contents and index).—Winsor, vi (especially for handbills, pictures, maps). Much interesting and valuable material in lives of statesmen.—Hosmer, Samuel Adams.—Tyler, Patrick Henry.—Morse, Benjamin Franklin (see especially Franklin's examination before House of Commons).—Morse, John Adams.—Hosmer, Life of Thomas Hutchinson.—Lodge, George Washington. On the Tories, see Tyler, Literary History of the American Revolution, and Van Tyne, Loyalists in American Revolution.

ORIGINAL MATERIAL.

Burke's Speech on Conciliation with America (variously published in cheap form; found also in Adams, Representative British Orations); American History Leaflets, Nos. 11, 19, 21; Old South Leaflets, No. 68.—Johnston, Representative American Orations, i, 18, for Patrick Henry's Speech in Convention of Delegates.—Stedman and Hutchinson, Library of American Literature, iii, pp. 40, 61, 91, 214, 325.—Hart, American History told by Contemporaries, ii, part vi, especially 374, 407 (Franklin's examination), 431.—Hart, Source Book, 137–144.—MacDonald, Select Charters, 258–391, contains the important Acts, Resolutions, and Declarations of the period 1760–1775.—The Virginia Declaration of Rights is found in Larned, History for Ready Reference, v, 3636; Hill, Liberty Documents, chaps. xi–xiii; and Poore's Charters and Constitutions, part ii, 1908. Tyler, Literary History, contains much valuable and interesting material; see also Colonial Prose and Poetry, vol. iii (Growth of the National Spirit).

TOPICS AND QUESTIONS.

(1) Otis and the Writs of Assistance. What are general warrants? Are they now permitted? (Constitution of United States, Amendment IV. See Constitution of your State.) (2) The Parson's cause. (3) Policy of George III. (4) England's argument in behalf of taxation. (5) Opposition to the Stamp Act. Was it reasonable? (6) Dickinson's Farmer's Letters. (7) What is meant by a jury of the vicinage? Does the Constitution of the United States provide for one? (Constitution of United States, Amendment VI.) (8) Committees of Correspondence. (9) What was the principle of no taxation without representation? (10) See the Declaration of Independence, and find if there were other offenses than unjust taxation charged against England. (11) What differing accounts can you find of the nature and purposes of the Stamp Act? (12) How might the trouble between England and America have been settled? How does England now treat Canada? (13) Do you find from your study of colonial history that the process of revolution was a gradual process, and the period from 1760 to 1783 only a culmination? (14) Had the spirit of self-sufficiency gradually grown? (15) What is said of the purposes of founding Massachusetts? (History American Nation, 76.) (16) Character of George III (see Lecky, American Revolution, and Hart, American History, ii, 373). (17) North Carolina Regulators (see Hart, American History, ii, 426). (18) What sort of men were the delegates to the first Continental Congress? (19) A Revolutionary town-meeting (Hart, American History, ii, 401; Hosmer, S. Adams). (20) Why was the Stamp Act repealed? What power has our Federal Government regarding internal taxation? regarding direct and indirect taxes? What is the power of the States? (21) What were the Navigation Laws? (MacDonald, Select Charters, 106, 110, 119, 133, 168, 212, 248.) What power does the Constitution give the Federal Government over commerce? (22) Smuggling in New England. (23) Character of Grenville. Of Townshend. (24) Faith of colonists in George III. (25) Mob violence and riots (Hart, American History, ii, 397, 458). (26) Influence of ministers (Tyler, Literary History).

(27) A Tory's defense (Tyler, Literary History). (28) Treatment of Tories. (29) Quartering Act (MacDonald, Select Charters, 306). What does the Constitution say concerning armies and the quartering of soldiers? (30) Minutemen. What provision is made in the Constitution for militia? How is the militia organized in your State? In your town? (31) What in the Declaratory Act was objected to? (32) Suspension of the New York Assembly (MacDonald, Select Charters, 317). Is there any power in the United States with authority to dissolve a representative body? Has the Federal Government any authority over State legislatures? (33) Nonimportation (MacDonald, Select Charters, 362). (34) Boston Port Act (MacDonald, Select Charters, 337). Did the other colonies stand by Boston, and why? (35) Point out all the differences that you know between the colonies. What were their likenesses? (36) What compromise did Lord North offer? (MacDonald, Select Charters, 367, 385). (37) What was the purpose of the First Continental Congress? What did it do? (38) What specific grievances did the colonists want redressed? (MacDonald, Select Charters, 356, 374, 381.) (39) The scheme of giving colonies representation in Parliament. Difficulties. The teacher will find it profitable to take the Declaration of Independence and ask the pupils to find how some or all of its charges can be substantiated by facts of history.

CHAPTER IX

THE REVOLUTION

The teacher should first present the general geographical situation, the long sea-coast, the scattered colonies, the poor roads, making a conquest by a foreign force difficult; Lake Champlain and the Hudson and the centers of attack. See Hinsdale, How to Study and Teach History, 233–234. One should try to get the main movements of the war, not at first the tactics of battles. Occasional descriptions of battles can be read, but the pupils should see where the battle was fought, and why.

MILITARY EVENTS.

Use especially, Lodge, Story of the Revolution.—Fiske, The American Revolution.—Lodge, George Washington.—Lecky, The American Revolution. Use indexes of Bancroft, Bryant and Gay. For illustrations and maps, Lodge, Story of Revolution.—Winsor, Narrative and Critical History, vol. vi.—Brooks, Century Book of American Revolution.—Lossing, Field Book of the Revolution.

POLITICAL EVENTS.

Hart, Formation of Union, chap. iv.—Sloane, French War, etc., chap. xix, and 258–262, 282–288.—Sumner, Robert Morris.—Morse, Thomas Jefferson, chaps. iv and v.—Bancroft, History, v, 111–125, 404–422.

DIPLOMACY.

Morse, Benjamin Franklin, chaps. ix–xi.—Pellew, John Jay, chaps. vi and vii.—Morse, John Adams, chaps. vii–ix.—Winsor, The Westward Movement, chap. xii.—Winsor, Narrative and Critical History, vii, chap. ii (difficult).—Lecky, The American Revolution, 296–310, 425–434, 459–484.—Treaty in MacDonald, Select Documents, 15.

WAR IN THE WEST.

Cooley, Michigan, chap. v.—Dunn, Indiana, chap. iv.—Roosevelt, Winning of the West, vol. ii.—Hinsdale, Old Northwest, chap. ix.—Moore, Northwest under Three Flags, chaps. vii, viii.

DECLARATION OF INDEPENDENCE.

"The clearest definition of the theory of democratic government in existence." Channing, The United States of America, 86. Read the Declaration (found in Old South Leaflets, No. 3, American History Leaflets, No. 11, and MacDonald, Documents, 1). For the growth of feeling of independence, see Frothingham, Rise of The Republic, 294, 456–469, 513–519, 530–544, 553–560; Morse, John Adams, 82–147; and Hosmer, Samuel Adams, 332–351. See also Morse, Jefferson.—Fiske, American Revolution, i, 178–198. Study the assertions of democracy.

SOURCES.

Material plentiful in Stedman and Hutchinson, Library of American Literature, iii. See especially 151, 162, 219, 227.—Hart, American History, etc., ii; especially 579 (George Rogers Clark), 546, 559, 606, 587 (John Paul Jones).—Old South Leaflets, No. 43.—Hart, Source Book, chap. ix.—Tyler, Literary Hist., vol. ii.—Hill, Liberty Documents, chaps. xiii, xiv.

TOPICS AND QUESTIONS.

(1) Was the Declaration of Independence justifiable? (2) Congress and the Army. (3) The Conway Cabal. (4) Paine, Common Sense. (5) Valley Forge. (6) Robert Morris. (7) Franklin's services. (8) The Hessians. (9) Lord North. (10) André. (11) George Rogers Clark. (12) The Loyalists (Lecky, American Revolution, index; Bancroft, History, index; Tyler, Literary History of the American Revolution). (13) Mark out on outline map the boundaries of United States at the end of the war. (14) Read in Pellew's Jay, Morse's Adams, and Morse's Franklin the account of the treaty, and see what these writers think of the action of the commissioners in breaking away from France and coming to an agreement with England. (15) Bring into the class an outline of treaty of peace. (16) How was the country governed during the war? (17) Was there one republic or were there only a number of States? (18) How was Congress organized? (19) Why was the Congress not more effective? (20) What principles fought for in the Revolution do we now cherish? (21) The French alliance. (22) Lafayette. (23) Kosciusko. (24) Clark's campaign in the West. (25) Privateers in the war. (26) The war on the ocean. (27) John Paul Jones. (28) Indians in the Revolution. (29) Wyoming massacre. (30) The militia (Hart, American History, ii, 490). (31) Prisons and treat-

ment of prisoners. (32) Washington's discouragement in 1776 (Hart, American History, ii, 559). (33) How were colonies governed after royal governors were expelled? (34) Organization of State governments. State constitutions. (35) Paper money. (36) Bank of North America (Hart, American History, ii, 605). (37) Attempts at conciliation. (38) Was the treaty honestly carried out by both parties? (39) Retention of frontier posts. (40) Evolution of the Stars and Stripes. (41) Our first national hymns (Tyler, Literary History, ii). (42) A day in a Revolutionary convention (Hart, American History, ii, 519). (43) A day in the Continental Congress. (Hart, American History, ii, 525). (44) In what other sense than in that of being a breaking away from Great Britain, may the war be called a Revolution?

CHAPTER X

THE CONFEDERATION AND THE CONSTITUTION

There are four chief things to be noticed: (1) The Articles of Confederation; (2) organization of the West; (3) turbulence and disorder; (4) the Federal Convention and the adoption of the Constitution.

THE CONFEDERATION.

See Hart, Formation of the Union, 93–95 (the best short book covering period 1750–1829).—Hinsdale, American Government, chap. vi.—Frothingham, Rise of the Republic, chap. xii.—Johnston, The United States, chap. v. Read the articles themselves. They are in Old South Leaflets, No. 2; American History Leaflets, No. 20; MacDonald, Select Documents, 6; Hinsdale, American Government, Appendix; Hill, Liberty Documents, chap. xv. Notice Article IX, paragraph 6. Proposals to amend the articles, in American History Leaflets, No. 28. Read Walker, Making of the Nation, 1–15.—Schouler, History of the United States, i, chap. i.—McMaster, History of the People of the United States, i, 131–135, 258.—Fiske, Critical Period.

THE WESTERN MOVEMENT AND THE ORGANIZATION OF THE WEST.

Roosevelt, Winning of the West.—Hosmer, Short History of Mississippi Valley, chaps. iii–v.—Moore, Northwest under Three Flags, chap. ix.—Fiske, Critical Period, chap. v.—Hart, American History, iii, chaps. v, vii.—Hart, Source Book, 166, 169.—Hill, Liberty Documents, chap. xvi.—Hinsdale, Old Northwest, chaps. xi–xv.—Cooley, Michigan, chaps. vi and vii.—McMaster, History, i, 165–167, 507–513.—Old South Leaflets, Nos. 40, 42.—Bancroft, History, vi, 277–291.—King, Ohio.—Dunn, Indiana.—Ordinance is in MacDonald, Documents, 21.—Old South Leaflets, No. 3.

TURBULENCE AND DISORDER.

Fiske, Critical Period, chap. iv.—McMaster, History of People, i, especially 281–290, 304–318, 336–350.—Morse, Hamilton, i, 78–112,

202–211.—Weeden, Economic History of New England, ii, 816–820, 835–848, 865–875.—Gordy, Political Parties, i, chaps. i–v (good, suggestive).—Hart, American History, iii, chap. vi.

THE CONVENTION AND THE CONSTITUTION.

Hart, Formation, etc., chap. vi.—Walker, Making, etc., chaps. ii, iii.—Fiske, Critical Period, chap. v.—Schouler, History, i, 36–41.—Hinsdale, American Government, chaps. viii, ix.—McMaster, History, i.—Bancroft, vi.—Frothingham, Rise of the Republic, chap. xii.—Especially helpful are: Gay, James Madison, 88–128.—Lodge, Alexander Hamilton, 50–84.—Roosevelt, Gouverneur Morris, 125–169.—Tyler, Patrick Henry, chaps. xviii, xix.—Lodge, Washington, ii, chap. i.—Gordy, Political Parties, i, 64–91.—Morse, Hamilton, i, chap. vi.—Hart, American History, iii, part iv.—Hart, Source Book, 172–180.—Hill, Liberty Documents, chap. xvii.—Read at least part of the Constitution. Notice the character of first ten Amendments. Emphasize the Tenth Amendment. Use, if possible, some portions of Stevens, Sources of the Constitution.

NOTES ON BIBLIOGRAPHY.

Walker, Making of the Nation, covers period 1783–1815; is interesting and scholarly.—McMaster, History of the People of the United States, 5 vols., others to follow; vol. v ends about 1830. Deals largely with social conditions. Interesting, vivid, good tables of contents.—Schouler, History of the United States, 6 vols., 1783–1865. Style not good, but the whole is readable.—Hildreth, History of the United States. Last three volumes cover period 1789–1820. Good, decidedly Federal in sympathies, trustworthy.—Gordy, Political Parties in the United States, 2 vols., others to follow.—Hart, American History told by Contemporaries, continues in vols. iii and iv down to 1900.—The Statesmen Series covers very exhaustively the whole field from 1760 on.—In the Makers of America Series, Sumner's Hamilton and Schouler's Jefferson are excellent.—The lives of statesmen in the Beacon Biographies are also useful, as are the lives of military and naval commanders in the Great Commanders Series.

TOPICS AND QUESTIONS.

(1) Proposed amendments to Articles of Confederation. (2) Work of Washington (Hart, American History, iii, 188) or Hamilton (Hart, American History, iii, 177) for closer union. (3) Work of G. Morris in Federal Convention. (4) Attitude of Patrick Henry toward the Constitution. Why was it opposed by some persons? (5) Adoption of the Constitution in New York. (6) Why did the Confederation fail? What is a confederation? (7) Compare the Constitution and the Articles of Confederation as to powers granted to the central Government; as to method of voting in Congress, etc. (8) What is the Federal system? (see Bryce, American Commonwealth, i, chap. xxvii; abridged edition, chap. xxvi). (9) What was the three-fifths compromise? Was it just? (10) What is meant by the principle of the separation of the powers of Government? (See the Constitution of the United States, Articles I, II, III.) Are the powers of Government separated in the Constitution of your State? Why? (11) Does separation of powers establish

checks and balances in the Government? (12) Point out any express restrictions on State action mentioned in the Constitution before the XIIIth Amendment? (13) The distribution of authority between the States and the Federal Government (see Hinsdale, American Government, 121–123). (14) Take one amendment of first ten and report on its meaning. (15) Faults of Articles of Confederation. (16) Cause of delay in their adoption. (17) Present some contemporary criticism (see American History Leaflets, No. 28; Hart, American History, iii, chap. vi). (18) Degeneration of Congress. (19) Work of a delegate to Congress (Hart, Source Book, 164). (20) Condition of United States, 1780–1800. (Various topics can be formulated from the full extracts from contemporary writings given in Hart, American History, iii, 1–119.) (21) Did the United States ever have colonies? (22) How can it be said that the Ordinance of 1787 outlined a new colonial system? How different from that of other countries? (23) Ask students to report on the discussion in the Convention of some topic, as the executive, or taxing power (Bancroft, Hildreth, Fiske, and Curtis, History of Constitution, are useful for this). (24) Compromises of Convention (Fiske, Critical Period). (25) The closing scene of the Convention (Hart, American History, iii, 221). (26) What is a Declaration of Rights? Why did the Americans desire one in their Constitution? (27) Machinery in adoption of Constitution. (28) Contemporary criticism (Hart, American Revolution, chap. xi).

CHARACTER OF THE CONSTITUTION.

We all *now* hold that the United States is *now* an indissoluble Union, and that the States are not altogether sovereign and do not have the right of secession. There are three different opinions among writers as to whether, as an historical fact, the Constitution, when adopted, established one indissoluble republic: (1) That it did so establish one republic, indissoluble and composed of indestructible States. (2) That the States retained their sovereignty, the Constitution was a compact, and the national interpretation was established by civil war, 1861–'65. (3) That the matter was left in doubt and the national interpretation was established by civil war.

CHAPTER XI

FEDERAL SUPREMACY

Administration of George Washington

Emphasize chiefly: (1) That the Constitution was at first a piece of parchment and that its words needed to be translated into action. (2) Therefore the work of Hamilton and Washington in establishing the new order. (3) The organization of parties and their theories of constitutional construction. (4) Foreign difficul-

ties and the policy of keeping aloof from entangling alliances with Europe.

General Bibliography.

In addition to references given in History of the American Nation, 252, Pellew, John Jay, 262–318 (especially chap. xi, dealing with treaty of 1794).—Roosevelt, Gouverneur Morris, 227–300.—Morse, John Adams, 241–265.—Sumner, Alexander Hamilton, 144–224.—Gay, Madison, 128–234.—Schouler, Jefferson, 153–177; History, i, 74–339 (use table of contents).—Hildreth, History, iv (use table of contents).—Morse, Hamilton, i, chaps. vii–xii; ii, chaps. i–v.—Schouler, Hamilton, 73–140 (a character sketch—readable, interesting).—Gordy, Political Parties, i, chaps. vii–xxi.—Ford, The True George Washington.—Hill, Liberty Documents, chap. xviii (Washington's Farewell Address).—Sources are found in MacDonald, Documents, 46–135.—Old South Leaflets, No. 10.—Stedman and Hutchinson, Library of American Literature, iv, 59–62, 62–65, 137–139, 139–144. (These references are to character sketches by contemporaries.)—Hart, American History, iii, chaps. xii–xiv; Source Book, chap. xi.

Constitutional References and Questions.

(1) What does the Constitution say about executive departments? (2) What does the Constitution say about courts? (3) The method of proposing and ratifying amendments. How have the fifteen been proposed and ratified? (4) The organization and admission of new States; Constitution, Art. iv, Sec. 3. (5) What is meant by broad and strict construction? What the doctrine of implied powers? Does the doctrine now obtain? (Bryce, American Commonwealth, i, 378–382; abridged edition, 263–265.—Hinsdale, American Government, 232.) (6) In connection with Jay's treaty, study how treaties are made and ratified. See Constitution, Art. ii, Sec. 2; Hinsdale, American Government, 270–273. (7) Is a Cabinet provided for in the Constitution? How did it arise?

Further Topics.

(1) The mint. (2) The postal service. (3) Newspapers. (4) Democratic societies. (5) The whisky insurrection. (6) Anthony Wayne and the battle of Fallen Timbers. (7) Indian wars, Roosevelt, Winning of the West. (8) Why did the British retain the Western posts? When did they give them up? (9) Criticisms of Jay's treaty. (10) What were Washington's great services during his Presidency? (11) Was it natural and inevitable that there should be differences of opinion as to the meaning of the Constitution? (12) For what principles did the Republicans stand? See if you can discover the foundation difference between the Federalists and the Republicans. (13) On what did the first political parties split? (14) The neutrality proclamation and attitude toward foreign affairs. (15) First National Bank. (16) The seat of government. (17) The President's title. (18) Appointments to Federal offices. (19) Genet's mission. (20) Influence of French Revolution in America (see McMaster, History, ii, table of contents). (21) Name as many causes as you can to account for friction with Great Britain.

Administration of John Adams

The teacher will emphasize the Federalist folly in passing the Alien and Sedition laws, the downfall of the Federalists in 1800, the work they had accomplished, and the character of the new party that came into power in 1801.

DIFFICULTIES WITH FRANCE.

Schouler, i, 344–351, 373–392, 404–411, 429, 430.—McMaster, ii, 319–325, 367–370, 430–434.—Magruder, John Marshall, 101–161 (interesting).—Lalor's Cyclopædia, iii, 1122–1127.—Hildreth, v, 125–159, 202–204.—Morse, John Adams, 278–304 (best short account).—Gordy, Political Parties, i, 265–312.

ALIEN AND SEDITION LAWS.

MacDonald, Documents, 135 (contains acts).

VIRGINIA AND KENTUCKY RESOLUTIONS.

An exceedingly difficult subject. It is at least doubtful whether Madison and Jefferson meant what Calhoun afterward thought they meant—viz., forcible nullification and the right of secession. Resolutions are in American History Leaflets, No. 15, and MacDonald, Documents, 148.

CONDITION OF THE COUNTRY, 1800.

See McMaster, chap. x.—Henry Adams, History of the United States, vol. i, chap. i. Adams's History in nine volumes covers period from 1801 to 1817. It is a very able work, but more useful for teacher than pupils.

TOPICS.

(1) Look up method of electing President as it was in 1800 and now. (Hinsdale, American Government, 251–263.—Fiske, Civil Government, 224–236.) (2) What is the XIth Amendment? When was it adopted? (3) The Sedition law and the first amendment to the Constitution. (4) Did the Federalists have any excuse for passing the Alien and Sedition laws? (5) The city of Washington. Look up control of Congress over the District of Columbia. (6) What term of residence is now required before aliens can be naturalized? What do you mean by naturalization? (7) War in 1798 (McMaster, ii, 432–475). (8) The election of 1800. (9) Were the Alien and Sedition laws enforced? (10) Northern opinion of Virginia Resolutions (Hart, American History, iii, 329). (11) What does the Constitution say about trials and arbitrary arrests? (12) The XYZ affair (for the correspondence, see Hart, American History, iii, 322–327; Source Book, 191). (13) Adams's popularity in 1798 (Hart, American History, iii, 318, 327). (14) Break-up of Adams's cabinet. (15) Point out some of the causes for the fall of the Federalists. (16) What good work had the Federal party accomplished?

CHAPTER XII

REPUBLICAN SUPREMACY

Administration of Thomas Jefferson

GENERAL REFERENCES.

In addition to those in History of the American Nation, 275; Gay, James Madison, chaps. xvi, xvii.—Bryant and Gay, iv, 145–180.—Stevens, Albert Gallatin, 176–305.—Adams, John Randolph, 48–238.—Gilman, James Monroe, chap. iv.—Shepard, Martin Van Buren, chap. i.—Hildreth, v, 419–685; vi, 25–148.—On the character, etc., of the Republicans, see Stanwood, History of the Presidency, 74–79.—Gordy, Political Parties, i, chaps. xxii–xxviii.—Hart, American History, iii, chap. xvi.

LOUISIANA.

Very full account in Adams, ii, 25–135. See McMaster, ii, 625–635. Read at least Hinsdale, How to Study and Teach History, 258–267. See Gilman, Monroe, 84–86.—Lalor, Cyclopædia, title, Annexations.—Morse, Thomas Jefferson, 236–253.—Roosevelt, Winning of the West, iv, 258–286.—Gordy, Political Parties, i, chap. xxv.—Hart, American History, iii, chap. xvii; Source Book, 200.—Hosmer, Mississippi Valley, chap. vi.—The treaty is in MacDonald's Documents, 160. Try to mark out bounds carefully on map. Notice that the Republicans had interpreted the Constitution broadly.

THE COURTS.

Magruder, John Marshall, 181–185.—Adams, History, ii, 145–147.—Landon, Constitutional History and Government of United States, Lect. x, xi.—See Bryce, American Commonwealth, i, chap. xxiii (discusses power of declaring law unconstitutional, a difficult question).

IMPEACHMENTS.

Have pupils look up method of impeachment when studying impeachment of Judge Chase. Constitution, Art. I, Sec. 2, § 5, and Art. I, Sec. 3, § 7, 8. How many persons have been impeached in our history? (Hinsdale, American Government, 170–175).

TROUBLES WITH ENGLAND AND FRANCE.

Excellent short accounts in Hart, Formation.—Channing, The United States of America, 174–181.—Walker, Making of Nation, 190–204.—See also Gay, Madison, chap. xvi.—Morse, Jefferson, 286–320.—Lalor, Cyclopædia, ii, 79–85.—Gordy, History of Political Parties, i, chap. xxix–xxxv.—Hart, American History, iii, chap. xviii; Source Book, 202, 209. The embargo can be studied from the above references, and see also McMaster, Schouler, Adams. Use index. MacDonald, Documents, 176, gives Embargo Act.

TOPICS AND QUESTIONS.

(1) Jefferson's inauguration. What were his fundamental principles? Read and discuss his inaugural. (2) The constitutionality

of the annexation of Louisiana. (Story, Commentaries, secs. 1283–1285; Adams, ii, chap. iv.) Why did the New England Federalists oppose treaty? (3) Why did the Western people desire the mouth of the Mississippi? Study the map. (4) Survey and division of Western lands into townships, sections, etc. (McMaster, iii, 104; Fiske, Civil Government, 81). (5) The character of John Marshall. (6) Has the Supreme Court in your State the power of declaring a law void? What is the value of having a court with this power? (7) Efforts to enforce the embargo. (8) Jefferson's gunboats. (9) Impressment of seamen. (10) Do nations now hold that a man can not expatriate himself? (11) How were the Republicans interpreting the Constitution, broadly or strictly? (12) Lewis and Clark (see Old South Leaflets, No. 44). (13) Does it seem to you that the Republican method of conducting the government was different from the Federalist? (14) Midnight appointments. (15) Jefferson and Marshall. (16) Burr conspiracy. (17) Barbary wars. (18) Cumberland Road. (19) Gallatin. (20) John Randolph's character and influence. (21) Political objections to the annexation of Louisiana. (22) Trace the boundaries of the ceded territory, and show where there were later disputes. (23) West Florida. (24) British argument for impressment. (25) Leopard-Chesapeake affair. (26) An instance of impressment (Hart, American History, iii, 385; Source Book, 194). (27) Effect of embargo on America, on France and England.

Administration of James Madison

Teacher will endeavor to show how it happened that the United States finally took up arms after trying for many years to keep out of war. He will be helped by the short statements in Hart, Formation, 199–209; Walker, Making of the Nation, chap. xi. By use of table of contents of larger histories valuable topics can be easily obtained.

The Young Republicans and their Influence.

McMaster, History, iii, 427–438.—Schurz, Henry Clay, i, chap. v (an excellent history from 1810–1850).—Von Holst, Calhoun, 15–25.—Discussed at length in Adams, History, vi, 122–176.

War.

The text of History of the American Nation seeks to bring out only main movements. The teacher will be sure that strategy of the war is understood before battles in detail are discussed; see Hinsdale, How to Study and Teach History, chap. xix. By use of table of contents of McMaster and Adams interesting narratives of the battles can be found. Naval battles are entertainingly discussed in these volumes; also in Roosevelt, Naval War of 1812; Maclay, History of the United States Navy, i, 305–577; Barnes, Naval Actions of the War of 1812; Abbot, Bluejackets of 1812.—Sources on war and treaty; Hart, American History, iii, chap. xix; Source Book, chap. xiii.

TREATY.

Schurz, chap. i, 102–126.—Morse, John Quincy Adams, 77–98 (an intensely interesting book).—Stevens, Gallatin, 305–339.—Treaty in MacDonald, Documents, 192.

FEDERAL OPPOSITION.

McMaster, iv, 192–194, 226, 247–252.—Schouler, ii, 355–357, 368–370, 418–430.—MacDonald, Documents, 198. (Gives report of Hartford Convention.)

RESULTS OF THE WAR.

Hart, Formation, 220–222.—Walker, Making of Nation, 250–254.—Schouler, ii, 444.

QUESTIONS AND TOPICS.

(1) Economic effect of the embargo (McMaster, iii, 412–415). (2) The gerrymander. (3) The Henry Letters. (4) The privateers. (5) The Constitution and the Guerrière. Why does Adams say the victory raised America to the rank of a first-class power? (6) How is war declared? (Constitution, Article I, sec. 8, § 11, 12, 14, 15, 16). (7) What is the power of the President in war? (Constitution, Article II, Sec. 2). (8) Compare Hartford Convention Report with Virginia Resolutions of 1798. (9) Was the war justified by results? (10) Condition of the country (McMaster, iii, chap. xxii). (11) Development of the country since Revolution (McMaster, iii, chap. xxii; especially 481–491). (12) What was the battle of Waterloo? When fought? (13) Why is Henry Clay called "the first great Speaker"? Study the Speaker's office as it is to-day. (See History of the American Nation, 516; Wilson, Congressional Government; Follet, The Speaker of the House of Representatives.) (14) "The Star-Spangled Banner." (See Hart, American History, iii, 421.) (15) What was the most important question decided by the war?

CHAPTER XIII

POLITICAL AND INDUSTRIAL REORGANIZATION

Administration of James Monroe

MIGRATION TO THE WEST.

Excellent account, Higginson, chap. xvii. But see especially McMaster, chap. xxxiii. See also Roosevelt, Thomas H. Benton, chaps. i and ii.—McLaughlin, Lewis Cass, chap. iv.—Cooley, Michigan, chap. x.—Shaler, Kentucky, 172–184.—King, Ohio, 320–346.—Hinsdale, Old Northwest, chap. xx.—Hosmer, Mississippi Valley, chap. vii.—Wilson, Division and Reunion, chap. i.—Morse, Lincoln, i, 20–34.—Nicolay and Hay, Lincoln, i, chap. iii and *passim*.—Hart, American History, iii, chap. xxi; Source Book, 231, 237, 240.—Phelan, Tennessee, chaps. xxvi–xxxii.

SLAVERY EXTENSION.

Bring out fact clearly of migration westward in parallel lines of two distinct systems of industry. Hinsdale, How to Study, etc., chap. xxii.—Lalor, Cyclopædia, rubric Slavery.—Schouler, iii, 134–146.—Schurz, Clay, i, 172–178.—Burgess, Middle Period, chap. iii.

MISSOURI COMPROMISE.

Schurz, i, 178–202 (excellent and readable).—Burgess, Middle Period, chap. iv (constitutional; somewhat technical).—Higginson, Larger History, 393.—McMaster, iv, 570–600.—Schouler, iii, 155–171.—MacDonald, Documents, 219.—Roosevelt, Benton, 38–40.—Hart, American History, iii, 452, 455; Source Book, 234.

MONROE DOCTRINE.

Gilman, Monroe, chap. viii.—Morse, J. Q. Adams, 130–137.—Schouler, iii, 255–277.—Burgess, Middle Period, 125–128.—American History Leaflets, No. 4.—Old South Leaflets, No. 56.—MacDonald, Documents, 228.—McMaster, History, v, 28–54.—McMaster, With the Fathers, 1–55.—Hart, American History, iii, chap. xxii.—Hill, Liberty Documents, chap. xx.

TOPICS AND QUESTIONS.

(1) The beginning of the Erie Canal. (2) Jackson's attack on Florida. (3) The American Colonization Society. (4) Was the clause in the Missouri Constitution excluding free negroes constitutional? (Constitution, Article IV, Sec. 2, § 1.) (5) The Holy Alliance. (6) Was Monroe's statement a doctrine when issued? (7) Find previous announcements of principles that embrace part of the Monroe Doctrine (see Gilman's Monroe). (8) Mark out on map the line of 1819–'21, and the line of 1818 with England. (9) Causes of growth of western movement. (10) Characteristics of the frontiersman. (11) Influence of steamboats on migration. (12) Compare the character of this migration with that of the original colonial settlers. (13) Western land companies. (14) Schools and churches in the West. (15) Second National Bank. (16) Annexation of Florida. (17) Clay and Jackson. (18) Russia on the northwest coast. (19) South American Revolutions. (20) Bolivar. (21) Recent applications of Monroe Doctrine.

Administration of John Quincy Adams

RAILROADS.

Good short statement in Encyclopædia Americana, iv, 296. See also Schouler, iv, 125–131.—Hart, American History, iii, chap. xxv.—Internal Improvements, Hinsdale, How to Study, etc., chap. ii.—Burgess, Middle Period, 14, 116, 155, 166.—McMaster, History, iv, 410–429.—Schurz, Clay, i, 141–146.—Hart, American History, iii, 436.

THE TARIFF.

Taussig, Tariff History of United States, 68.—Lodge, Daniel Webster, 154–176.—Burgess, Middle Period, 157–174.—Schouler, iii, 420–426.—Schurz, Henry Clay, i, 212, 286.—McMaster, History, iv, 319–350, 509–521; v, 227–267.—Lalor, Cyclopædia, iii, 856–863.—Hart, American History, iii, 434.

TOPICS.

(1) Panama Congress. (2) The Antimasonic Party. (3) The opening of the Erie Canal. (4) How was the Constitution interpreted in this period? (5) Does the Government now spend money on internal improvements? (6) In what clause of the Constitution is the power to lay a protective tariff given, if at all? (7) Arguments for a tariff. (8) Was there a party division on the tariff at this time? (9) Election of 1828. (10) Method of nominating President in 1828. How different from 1800?

CHAPTER XIV

DEMOCRACY AND SLAVERY

Administration of Andrew Jackson

The teacher should emphasize: (1) That the American people were alert and active, morally and intellectually, during this period. (2) How the spoils system came to be established and what its influence was. (3) Why the South objected to the tariff. (4) That State sovereignty was a doctrine used to protect slavery and its industrial effects. (5) Theories of Calhoun. (6) The feeling of nationalism at the North. (7) The speculation of the time.

GENERAL REFERENCES.

Sumner, Andrew Jackson, 136–380 (somewhat technical).—Roosevelt, Benton, 69–184 (readable).—Lodge, Daniel Webster, 169–234.—Wilson, Division and Reunion, i, 93 (book covers period 1829–1884; is well written, entertaining, and accurate).—Burgess, Middle Period, 166–214 (constitutional and legalistic).—Stanwood, History of the Presidency, chaps. xii and xiii (for the election).—Peck, Jacksonian Epoch (interesting, good character sketches).—Schurz, Clay, i, chaps. xii, xiii; ii, chaps. xiv–xviii.—Schouler, iii and iv, and McMaster, v, have detailed accounts.—Sources in MacDonald, Documents, 231–331.—Hart, American History, iii, part viii.

SPOILS SYSTEM.

Sumner, Jackson, 144–147.—Schurz, Clay, i, 332–337; ii, 183–184.—McLaughlin, Lewis Cass, 135–137.—Schouler, iii, 453–460.—Wilson, Division, 23, 24.—Stanwood, Presidency, 150–152.—Peck, Jacksonian Epoch, 123–148.—McMaster, v, 521–536.—Roosevelt, Benton, 71–77.—Shepard, Van Buren, 207–215.—Hart, American History, iii, 531.

NULLIFICATION.

Von Holst, Calhoun, 76–106.—Lodge, Daniel Webster, 169–204.—Landon, Constitutional History and Government, 150–164.—McLaughlin, Lewis Cass, 139–149.—Schurz, Clay, ii, chap. xiv.—Roosevelt, Benton, chap. v.—Schouler, iv, 38–41, 56–65, 85–109.—Sumner, Jackson, chap. x.—Lalor, Cyclopædia, ii, 1050–1055.—MacDonald,

Documents, 240, 268, and 273.—American History Leaflets, No. 30.—Johnston, American Orations, i, 196.—Preston, Documents Illustrative of American History.—Stedman and Hutchinson, Library of American Literature, iv, 444, 464; v, 36.—Peck, Jacksonian Epoch, 193–214.—McMaster, v, 254–267.—Hart, American History, iii, 540, 544.

BANK CONTROVERSY.

Best short statement in Schurz, Clay, i, 372–383; ii, chap. xv. See also Roosevelt, Benton, chap. vi.—Schouler, iv, 44–52, 68–70, 130–173.—MacDonald, Documents, 261 (Jackson's veto).—American History Leaflets, No. 24.—Burgess, Middle Period, chaps. ix, xii.—Peck, Jacksonian Epoch, 167–192, 215–245.—Wilson, Division and Reunion, chap. iii.

INDUSTRIAL AND SOCIAL CONDITIONS.

Wilson, Division, 2–25.—Schouler, iv, 1–31 (especially good).—Cooley, Michigan, chaps. xi and xii.—Morse, Abraham Lincoln, i, chaps. i–iii.—Quincy, Figures of the Past.—McMaster, History, v, 121–175, 268–432.—Peck, Jacksonian Epoch (see table of contents).—Parton, Jackson, i.—Hart, American History, iii, chap. xxiii.

QUESTIONS AND TOPICS.

(1) What do you mean by nullification? (2) Was the Constitution a stronger bond than the Articles of Confederation, if Calhoun was right? Summarize Webster's argument. (3) Did Jackson have a right to order a Cabinet officer to remove deposits? (4) What is the relation of a Cabinet officer to the President? (5) What officers constituted the Cabinet in the time of Jackson? What is the difference between the English Cabinet and the American Cabinet? (6) What had the South to complain of in 1830–1832? (7) Did the Senate have a right to censure Jackson? (8) Did it have a right to expunge the censure? (9) Did Madison believe that the Virginia resolution of 1798 countenanced nullification as Calhoun used that word? (10) Career of Benton. (11) Read and explain Jackson's proclamation. (12) Study the method of nominating candidates before 1831 (see Hinsdale, American Government, 261–264). (13) What did the inauguration scenes (see McMaster, Parton) signify? (14) Visible growth of democracy, suffrage, etc. (15) Jackson's previous political experience. (16) Character of Jackson; of Clay; of Calhoun (see Peck, Jacksonian Epoch; Schurz, Clay). (17) Rise of Whig party. (18) Occasion of Hayne-Webster debate. (19) Have we any system of banks under governmental control now? (20) Election of 1836.

Administration of Martin Van Buren

The teacher will dwell upon (1) the industrial condition of the time, and (2) the slavery question and the rise of the Abolitionists. The second demands careful consideration. Endeavor to point out the essential nature of abolitionism as a moral uprising, a protest against what seemed morally wrong and sinful, and connect it with other evidences of emotional and moral fervor of the time.

CRISIS OF 1837.

Shepard, Van Buren, chap. viii.—Schurz, Clay, ii, chap. xix.—Roosevelt, Benton, chap. ix.—Schouler, iv, 276–283.—Wilson, Division, 93–97.—Peck, Jacksonian Epoch, chaps. ix–xi.

ABOLITIONISTS.

Bryant and Gay, History, iv, 316–350.—Morse, J. Q. Adams, 243–301 (struggle against the gag intensely interesting).—Julian, Life of Joshua R. Giddings, 45–73.—Rhodes, History of the United States, i, 53–75.—Grimke, William Lloyd Garrison, 1–306.—Johnson, Garrison and his Times, 1–120.—Wilson, Division, chap. v.—Burgess, The Middle Period, chap. xi.—W. P. Garrison and F. J. Garrison, William Lloyd Garrison, i and ii, especially i, chaps. vi and xiv, and ii, chap. i.—Peck, Jacksonian Epoch, 267–288, 372–392.—Schurz, Clay, ii, chaps. xvii, xxi.—Schouler, History, iv, 202–229, 296–313.—Johnston, American Orations, II, 33, 135.—Hart, American History, iii, chaps. xxvi–xxviii; Source Book, chap. xv.—Macy, Political Parties, chap. viii.—Hart, Chase, chaps. iii, iv.

QUESTIONS AND TOPICS.

(1) Antislavery petitions. (2) Work of Adams against the gag policy (see Morse, Adams, and Von Holst, Constitutional History, ii). (3) Sketch life of Garrison to 1840. (4) Uprising against Abolitionists at the North (Von Holst, ii, 96–103; Schouler, iv, 214–218). (5) Death of Lovejoy. (6) Establishment of the Liberty Party. (7) Exclusion of abolition matter from the mails. (8) What work did the Abolitionists accomplish? (9) Were they justified in calling upon the South to "repent"? (10) Why did the South so strongly object to the Abolitionists? (11) What was the Nat Turner insurrection? (Cooke, Virginia, 485–486). (12) Was the gag rule constitutional? What does the Constitution say of the right of petition? Was Congress bound to receive petitions? (13) Independent treasury system. How are public moneys kept now? (14) State banks. What is a State bank? Have we State banks now? Can a State bank issue currency? (15) "Wild-Cat Money." (16) Campaign and election of 1840. Why did the Whigs not nominate Clay? (17) Wendell Phillips. (18) Whittier's work with the Abolitionists. (19) Abolition meeting and riots. (20) The political Abolitionists. (21) Methods of the Abolitionists. Their objects. Conditions of Slavery (Hart, American History, iii, chap. xxvi).

Administration of Harrison and Tyler

The most important thing to be noticed in connection with this chapter is how it came about that Texas was annexed to the Union, because the annexation of Texas *was the beginning of the end.* It was the first great evidence of the desire of the South for more slave territory, and it had the effect, as shown in the text, of making a large portion of the people of the North watchful and suspicious, and hostile to Southern purposes.

General References.

Ashburton treaty in MacDonald, Select Documents, 335. Map showing the northeastern controversy in Hart, Epoch Maps, No. 11.—MacCoun's Historical Geography. Dorr's rebellion is discussed in Schouler, iv, 462.—Lalor, Cyclopædia, i, 835. The anti-rent troubles in New York, Roberts, New York, chap. xxxv.—Schouler, iv, 463–465. The electric telegraph, Schouler, iv, 469, 470. The annexation of Texas, Von Holst, John C. Calhoun, chap. viii.—Rhodes, History, i, 75–86.—Roosevelt, Thomas H. Benton, 290–317.—Schurz, Henry Clay, 228–274 (treats chiefly of the question of annexation in the elections).—Julian, Life of Giddings, 102–184; Political Recollections, 30–45.—Shepard, Martin Van Buren, 340–353.—Greeley, The American Conflict, i, 147–185.—Birney and his Times, 314–366.—McLaughlin, Lewis Cass, 196–220.—Burgess, The Middle Period, chap. xiii.—Bryant and Gay, Popular History, iv, 361–364, 367–369.—MacDonald, Select Documents, 343.—Hart, American History, iii, chap. xxix.

Topics and Questions.

(1) The censure of Giddings. (2) What were Giddings's resolutions? Show that they contained a constitutional doctrine which would serve the antislavery men who afterward opposed slavery in the Territories. (See Von Holst, History, ii, 479–486; Resolutions in MacDonald's Documents, 333.) (3) Repeal of the gag rule. (4) What effect did gag rule have? (5) Compare method of annexing Texas with method of annexing Louisiana, Florida, Hawaii. (6) The Amistad episode. (7) Did the Constitution recognize slavery? What powers did it give Congress over slavery? (8) Texas' war of independence against Mexico. (9) Sam Houston (Bruce, General Houston. See Elliott, Houston). (10) The attitude of the various parties in 1844 toward annexation of Texas.

CHAPTER XV

TERRITORIAL EXPANSION

Administration of James K. Polk

It is extremely desirable that the pupil should get clearly in mind what the annexation of the great West involved. Notice from this time on every evidence of a growing antislavery sentiment and every evidence of the solidification of each section and the ground for their growing hostility. The best general references for the period are given in History of the American Nation, 375, and will probably prove sufficient in most cases.

Oregon Question.

Roosevelt, Benton, 278–289.—Schouler, iv, 504–514.—Burgess, Middle Period, chap. xiv. Read Hinsdale, How to Study and Teach

History, 269–273 (excellent account of essentials).—MacDonald's Documents, 355 (the treaty).

SLAVERY EXTENSION AND FREE-SOIL.

The teacher should bring out clearly (1) the position held by Free-Soilers; (2) the position of Calhoun; (3) the position of the Democrats following Cass. See McLaughlin, Lewis Cass, 230–236.—Julian, Political Recollections.—Lalor, Cyclopædia, iii, 281–283 (somewhat difficult). On general subject, see Von Holst, Calhoun, 317–335.—Julian, Life of Giddings, 184–206.—Rhodes, History, i, 86–95.—Roosevelt, Benton, 318–339.—Macy, Political Parties, chap. vii.—Adams, C. F. Adams, chaps. v, vi.—Hart, Salmon P. Chase, 96–114, 129–131.—Shepard, Van Buren.—Hart, American History, iv, 35–43.

WAR.

Schouler, iv, 525–536; v, 1–61.—Bryant and Gay, iv, 369–385.—Howard, General Taylor.—Wright, Scott.—Hart, American History, iv, chap. ii; Source Book, 271–276.

TOPICS AND QUESTIONS.

(1) Trace on an outline map the boundary of the United States, January 1, 1845. Add Texas, Oregon, and territory acquired by treaty of 1848. (2) Were we justified in making war on Mexico? (3) The beginnings of the Free-Soil party. (4) Were the Free-Soilers right in seeking to prevent the spread of slavery? (5) What would have been the effect on slavery of its not being allowed to spread? (6) The Mormons in Utah (Schouler, iv, 311, 312). (7) Basis of American and British claims to the Oregon Territory: Spanish and Russian claims. (8) Fur traders in the Far West. (9) Gadsden Purchase. (10) General Fremont. (11) "Popular Sovereignty"; does the Constitution say anything about the government of Territories? (12) Election of 1848. (13) Notice the attitude on the slavery question of the various parties in the campaign of 1848 (Stanwood's History of the Presidency).

Administration of Taylor and Fillmore

Here, as in the preceding administration, the chief question was slavery or freedom in the West. The pupils should notice the desires of the South, the growing irritation, and the efforts at permanent pacification in the compromise of 1850. For the period from 1850 to 1864, Rhodes's History of the United States from the Compromise of 1850 is very useful; it is interesting, fair, trustworthy.

GENERAL BIBLIOGRAPHY.

Besides references on page 386 of History of the American Nation, see McLaughlin, Lewis Cass, chap. ix.—Lothrop, Seward, 86–122.—Julian, Recollections, 69–113.—Howard, General Taylor, 348–378.—Julian, Life of Giddings, 258–360.—Roosevelt, Benton, 330–342.—Gold in California and the admission of the State, see Royce, California.—Schouler, v.—Von Holst, History, iii, 404–409.—Bryant and Gay, History, iv, 387–389.

PROBLEMS TO BE SETTLED.

Schurz, Clay, ii, chap. xxvi.—Lothrop, Seward, chap. iv.—McLaughlin, Cass, 262–268.—Rhodes, i, 111–122.

COMPROMISE.

Lothrop, Seward, chap. v.—Schurz, Clay, ii, chap. xxvi.—Schouler, v, 161–167, 178–187, 196–199.—Rhodes, i, 122–198 (interesting, fair, and judicious).—McLaughlin, Cass, chap. ix.—Burgess, Middle Period, chap. xvii.—Moorfield Storey, Sumner, chap. v (in the Statesmen Series).—Hart, Chase, chap. v.—Macy, Political Parties, chap. x.—Morse, Lincoln, i, chap. iv (in the Statesmen Series).—MacDonald, Documents, 378–390. For the speeches, read Rhodes, i, 123, 127, 144–167; also Lodge, Daniel Webster, 299–332.—Von Holst, Calhoun.—Schurz, Clay.—Hart, Chase. See Johnston, Representative American Orations, ii, 46–134, and Stedman and Hutchinson, Library, iv, 467, 484.—Hart, American History, iv, 48–58; Source Book, 279.

RECEPTION AND EFFECT OF THE COMPROMISE.

Rhodes, i, 194–198.—Schouler, v, 202–210.—Schurz, Clay, ii, 366–372.—Julian, Recollections.

EXECUTION OF FUGITIVE SLAVE LAW.

As above, and also Burgess, chap. xviii.—Rhodes, i, 207–212, 222–226.—Higginson, Cheerful Yesterdays, chap. v, found also in Atlantic Monthly, March, 1897.—Macy, Political Parties, chap. xi.—Storey, Sumner (see index).—Lothrop, Seward, 98–105.—Hart, Chase, 163–171.—F. Douglass, My Bondage and Freedom.—Hart, American History, iv, chap. v; Source Book, 260, 282.

TOPICS AND QUESTIONS.

(1) Character of Taylor. (2) The opponents of slavery, (*a*) Giddings, (*b*) Chase, (*c*) Seward, (*d*) Sumner. (3) Northern sentiment after the compromise. (4) Southern sentiment (Rhodes, i, 196). (5) Under what clause of the Constitution was the Fugitive Slave Law passed? Was it constitutional? Was it wise? (For the act, see MacDonald, Documents, 385.) (6) Select and tell some story of attempted rescue of a fugitive slave (Rhodes or Higginson, Cheerful Yesterdays). (7) Mrs. Stowe and Uncle Tom's Cabin. (8) Read Webster's 7th of March speech and tell what you object to, if anything. (9) Compare Webster's and Seward's speeches on the compromise.

Administration of Franklin Pierce

Notice especially the comparative quiet after the compromise and the election, the disturbance of peace by the repeal of the Missouri Compromise. Point out that popular sovereignty meant in reality a contest of strength, and why the North must win; then the consequent irritation of the South, and secession.

FOREIGN AFFAIRS.

Rhodes, i, 416–419; ii, 1–24.—Schouler, v, 136, 253–255, 274–276, 296–299.

OSTEND MANIFESTO.

American History Leaflets, No. 2.—MacDonald, Documents, 405.—See also Wilson, Division, 189.—Schouler, v, 311–314.—Rhodes, ii, 38–44 (especially good).

KANSAS-NEBRASKA BILL.

Spring, Kansas, chaps. i, ii.—Burgess, Middle Period, chap. xix.—Rhodes, ii, 424–490.—Schouler, v, 279–292.—Lothrop, Seward, chap. vii.—Roosevelt, Benton, 349–355.—Wilson, Division, 182–185. Portions of the speeches can be read in Rhodes. See also American History Leaflets, No. 17; and MacDonald, Documents, 395–403.—Macy, Political Parties, 184–196.—Hart, Chase, 133–146.—Moorfield Storey, Sumner, chap. vii.—W. G. Brown, Stephen A. Douglas.—Johnston, Orations, ii, 183–255.—Hart, American History, iv, 97; Source Book, 284.

REPUBLICAN PARTY.

McLaughlin, Lewis Cass, 294–304.—Lothrop, Seward, chap. viii.—Wilson, Division, 187–188.—Rhodes, ii, 45–48, 66–68, 92–93, 118–120.—Stanwood, Presidency, chap. xx.—Macy, Political Parties, chap. xiii.—Schouler, History, v, 301–304, 349–357.—Hart, Chase, 146–177.—Julian, Giddings, chap. xi.—Birney, J. G. Birney and his Times, chaps. xx, xxviii, xxix.

KNOW-NOTHING PARTY.

Rhodes, ii, 50–57.—Schouler, v, 304–307.—Lothrop, Seward, 146–148.—Lalor, Cyclopædia, i, 85.—Macy, Political Parties, 77–80, 177–182, 203, 225.—Schouler, History, v (see index).—Storey, Sumner, 123, 128.

STRUGGLE IN KANSAS.

Spring, Kansas (very interesting).—Rhodes, ii, 78–87, 98–107, 130–131, 150–168.—Burgess, Middle Period, chap. xx.—Lothrop, Seward, chap. ix.—Dawes, Charles Sumner, chap. ix.—Bryant and Gay, iv, 408–413.—Eli Thayer, The Kansas Crusade.—Lalor, Cyclopædia, ii, 664–667.—Macy, Political Parties, chap. xiv.—Storey, Sumner, 131–138, 156.—Hart, American History, iv, chap. vi; Source Book, 287.

Speeches for this whole period are given considerable space in Johnston's Representative American Orations, or Johnston and Woodburn's, vols. ii, iii. By reading these speeches the opinions on both sides can be gained. It may be well to assign different speeches to different members of the class for reports.

TOPICS AND QUESTIONS.

(1) The organization of the Republican party. (2) Stephen A. Douglas. (3) Contents of Ostend Manifesto. (4) The "Black Warrior." (5) Compare the arguments of Chase and Douglas on the Kansas-Nebraska bill (Johnston and Woodburn, iii). (6) Did the compromise of 1850 of itself repeal the Missouri Compromise? Were they antagonistic? (Speeches as above, and Rhodes, i, 444–452.) (7) What was the effect of the repeal? (8) Annexation of Cuba, Lopez expedition. (9) Why did the Republican party gain strength so

rapidly? (10) What was the "Appeal of the Independent Democrats"? (11) Political effect of assault on Sumner. (12) Why did North win in Kansas struggle? (13) John Brown in Kansas. (14) Conduct of elections in Kansas. (15) What doctrine of slavery extension did Kansas struggle vividly illustrate?

Administration of James Buchanan

The pupils should be asked to review the preceding twenty years, and mark the growing irritation of the South and the gradual growth of antislavery sentiment at the North. If all else is forgotten, they must understand why the South seceded. Notice therefore the antagonism between free and slave institutions. Notice that the Southern leaders believed that the North was seeking forcible emancipation.

General References.

Julian, Political Recollections, 158–180.—Burgess, Middle Period, 449–474.—Blaine, Twenty Years in Congress, i, 138–215.—Hart, Chase, chap. vi.—Macy, Political Parties. Of all the longer accounts, Rhodes will be found the most useful. Use table of contents for material, all of which is readable.

Dred Scott Case.

Burgess, Middle Period, chap. xxi.—Morse, Abraham Lincoln, i, 103, 104.—Lothrop, Seward, 181–186.—Schouler, v, 376–381.—American History Leaflets, No. 23 (extracts from decision).—MacDonald, Documents (extracts from decision).—Rhodes, History, ii, 249–271.—Macy, Political Parties, chap. xvi.—Hart, American History, iv, 122–136; Source Book, 290.—Hill, Liberty Documents, chap. xxi.

Personal Liberty Laws.

Lalor, Cyclopædia, iii, 162.—Rhodes, ii, 73–77.—Schouler, History, v (see index).—Storey, Sumner, 118–122, 125–127.—Hart, American History, iv, 93.

Underground Railroad.

Rhodes, ii, 74–76.—Siebert, Light on the Underground Railroad, in the American Historical Review, vol. i, No. 3.—Siebert, Underground Railway.—Hart, American History, iv, 80, 91.

Final Struggle in Kansas.

Lalor, Cyclopædia, ii, 666.—Lothrop, Seward, 186–208.—Burgess, Middle Period, chap. xxii.—Rhodes, ii, 237–240, 270–278.—Storey, Sumner, 165–170.

Industrial Conditions North and South.

Hinsdale, How to Study and Teach History (a very valuable statement).—Rhodes, i, 303–384; iii, 1–114.—Von Holst, History, i, chaps. ix, x; iii, chap. xvii.—Lalor, Cyclopædia, iii, 728–732.—Hart, Practical Essays in American Politics, "Why the South was defeated in the Civil War."—Cairnes, The Slave Power.—Wright, Industrial Evolution of the United States, 150–153.—Hart, American History, iv, 59.

LINCOLN–DOUGLAS DEBATES.

Morse, Lincoln, i, chap. v.—Rhodes, ii, 308–343.—Stedman and Hutchinson, Library, vi, 470.—Johnston and Woodburn, Orations, iii, 168–195.—Schouler, v, 410–415.—Macy, Political Parties, 262–275.—Burgess, Civil War and the Constitution, i, 19–27.—Brown, Douglas.—Hart, American History, iv, 136; Source Book, 291.

THE ELECTION OF 1860.

Morse, Lincoln, i, chap. vi.—Lothrop, Seward, chap. xi.—Rhodes, ii, 440–500.—Stanwood, Presidency, chap. xxi (read if possible).—Macy, Political Parties, chap. xxi.—Burgess, Civil War, i, chaps. ii, iii.—Schouler, History, v, 454–471.—Hart, Chase, chap. vii.—Storey, Sumner, chap. x.—Brown, Douglas.—Hart, American History, iv, chap. viii.

PROCESS OF SECESSION.

Morse, Lincoln, i, chap. vii.—Schouler, v, 471–480.—Lalor, Cyclopædia, i, 566; iii, 698–701.—Scribner, History of the United States, iv, 435–460 (same as Bryant and Gay, but from opening of civil war enlarged and revised).—Pollard, Lost Cause, chaps. i, ii.—Jefferson Davis, Confederate Government, i, 57–85, 200–226.—MacDonald, Documents, 441 (Ordinance of South Carolina).—American History Leaflets, No. 12.—Macy, Political Parties, chap. xxii.—Burgess, Civil War, i, chap. iv.—Rhodes, History, iii, chaps. xiii, xiv.—Lothrop, Seward, chap. xii.—Storey, Sumner, chap. xi.—Adams, C. F. Adams, chap. viii.—Hart, American History, iv, chaps. x, xi.

CONSTITUTIONAL THEORIES.

American History Leaflets, No. 30.—Hinsdale, American Government, 247, 347.—Ropes, Story of the Civil War, i, 12. For Southern views read Davis, Confederate Government, i, part i.—Pollard, The Lost Cause, chap. i. For speeches on both sides, see Johnston and Woodburn, Representative Orations, iii, 230–329.—Burgess, Civil War, i, 74–82.—Rhodes, History, iii, 215.—Lalor, Cyclopædia, i, 61; iii, 693, 788.—Hart, American History, iv, chap. ix.

TOPICS AND QUESTIONS.

(1) Are the principles of the Dred Scott case now in force? (XIVth Amendment.) (2) Character of John Brown. What was he trying to accomplish? Were his means justified? (3) What was Helper's "Impending Crisis"? (4) Why, in your opinion, did the South secede? Read especially speech of Davis (Johnston and Woodburn, iii, 320). (5) State clearly the purposes of the Republican party. (6) Was their platform legal if the Dred Scott case was sound? (7) What were some of the efforts at compromise, 1860–1861? (8) Can you state in a few words the constitutional theory of the South? (9) Effect of Dred Scott decision on unity of Democratic party. (10) What was the argument of the Republicans in refusing to abide by the Dred Scott decision? (11) Were the Personal Liberty laws constitutional? What was the objection of the South to them? (12) Attitude of the South toward any study of slavery question and conditions (see Burgess). (13) Buchanan's action upon secession. How could his main argument be answered? (14) The new

leaders: Douglas, Davis, Lincoln (see Burgess). Compare their positions. (15) The split in the Democratic party, 1860. (16) Influence of Lincoln-Douglas debate in crystallizing issues. (17) What was the "Freeport Doctrine"? (18) Compare enunciations of the party platforms of 1860 on slavery. (19) Organization and constitution of Confederacy.

CHAPTER XVI

SECESSION AND CIVIL WAR

Administration of Abraham Lincoln

POLITICAL EVENTS.

Best short statement in Morse's Lincoln, or in Lothrop's Seward.—Hart's Chase, Adams's C. F. Adams, and McCall's Thaddeus Stevens are helpful. Full accounts, covering the period, are given in Rhodes, vols. iii, iv; Schouler, vol. vi; and Burgess, Civil War, 2 vols. Very full statement in Nicolay and Hay's Lincoln.—Blaine, Twenty Years in Congress, i, 279–602.—Wilson, The Rise and Fall of the Slave Power, iii, 147–562.—Chittenden, Recollections of Lincoln.—Julian, Political Recollections, 181–259.—McCulloch, Men and Measures, 151–210. For the West in the war, see Hosmer's Mississippi Valley, chap. ix. See also histories of individual States. For documents and contemporary writings, see American History Leaflets, No. 18.—Old South Leaflets, No. 11.—Stedman and Hutchinson, v and vi.—Hart, American History, iv, chap. xii and parts v and vi; Source Book, chap. xviii.—Hill, Liberty Documents, chap. xxii.

MILITARY EVENTS.

The purpose of the chapter in the History of the American Nation is to give only the main strategy of the war. The pupil should be led to see the main movements; then he can study battles. After studying the course of one year in the text-book, amplify it by the study of such a book as Dodge's Bird's-eye View of the Civil War (an excellent statement of chief strategic movements). Then one can amplify still further by reading narratives of battles in such books as The Battles and Leaders of the Civil War. The teacher will, of course, use the maps constantly, and have the pupil see how and why a battle occurred where it did. Most helpful for military events, after Dodge or Rossiter Johnson's Short History, are Mahan, Admiral Farragut.—Church, U. S. Grant.—Cooke, Robert E. Lee.—Coffin, Drum-Beat of the Nation, Redeeming the Republic, Marching to Victory, Freedom Triumphant.—White, Robert E. Lee.—Lives of Grant, Farragut, Jackson, Lee, in Beacon Biographies. See also lives in Great Commanders Series. Full accounts of military events are also given in Rhodes, Schouler, and Burgess. Possibly use can be made in some classes of Grant's Memoirs or of Sherman's Memoirs.

TOPICS AND QUESTIONS.

(1) Had the South been wronged? (2) What was the real underlying cause of the war? (3) Did the North at first take up arms to free the slaves? (4) What is meant by belligerency, and what is the effect of acknowledgment of belligerency? Was England justified? (5) Read Lincoln's inaugural and outline his position on important matters. (6) The Trent affair. (7) Write an account of the battle between the Monitor and the Merrimac. (8) What were the greenbacks? (9) The work of the Sanitary and Christian Commissions (Appletons' Annual Cyclopædia). (10) Read Emancipation Proclamation and tell its contents (Old South Leaflets, No. 11). (11) What is a writ of habeas corpus? (See Constitution, Article I, Sec. 9, § 2; Hinsdale, American Government, 237–239.) (12) What is the XIIIth Amendment? (13) What was Lincoln's constitutional argument for carrying on the war? (14) Creation of the State of West Virginia. (15) What powers, in time of war, does the Constitution give the President? Did Lincoln exceed these? Did he exceed the powers given him by Congress? Were the powers given him by Congress constitutional? (16) Drafts in the North. (17) Military arrests in the North. (18) What was the result of the war as regards constitutional interpretation?

CHAPTER XVII

POLITICAL AND SOCIAL RECONSTRUCTION

Administration of Andrew Johnson

It is doubtful if the teacher should lead the pupil to a consideration of the theories of reconstruction. A good statement is in Lalor, Cyclopædia, rubric "Reconstruction." For the whole period, Lothrop's Seward; Merriam, The Life and Times of Samuel Bowles; Julian, Recollections; Scribner, History, v, chaps. xix, xxi, are most serviceable. Hart, Chase, chaps. xiii–xv; Storey, Sumner, chaps. xviii–xxi; Bancroft, William H. Seward, vol. ii; McCall, Stevens, chaps. xiii–xix; Hart, American History, iv, part vii; and especially Burgess, Reconstruction and Constitution, will all be helpful.

One of the best ways to get information is to use Lalor, Cyclopædia, under rubrics of Southern States—e.g., South Carolina, Louisiana, Mississippi, etc. Read also Herbert and others, Why the Solid South?; Pike, The Prostate State; White, Robert E. Lee and the Southern Confederacy. A vast amount of original material is gathered in McPherson, History of Reconstruction, but it is too difficult for any but very advanced students. Especially good

are speeches in Johnston and Woodburn, Representative Orations, iv, 129–188.

FOURTEENTH AMENDMENT.

This deserves special study. Compare with first ten amendments, which were limitations on power of National Government *only*. See Hinsdale, American Government, 362–368, and Hill, Liberty Documents, chap. xxiii. Study each part of the first section. The second section has never been enforced.

IMPEACHMENT.

Lalor, Cyclopædia, ii, 482.—McCulloch, Men and Measures, 392–400.—Dawes, Charles Sumner, chap. xxiii.—Storey, Sumner, chap. xix.—McCall, Stevens, chap. xviii.—Burgess, Reconstruction and Constitution. Look up impeachment in the Constitution.

TOPICS AND QUESTIONS.

(1) Is there anything said in the Constitution about reconstruction? What is meant by reconstruction? (2) Character of Andrew Johnson. (3) The Atlantic cable. (4) Maximilian. (5) See if you can find out why the first section of the XIVth Amendment is to-day very important. Ask a lawyer. (6) Thaddeus Stevens. (7) Was it wise to give the negroes the suffrage? (8) Why did the Republicans desire to remove President Johnson? (9) Conditions in the South (Hart, iv, chap. xxiii). (10) Carpet-Bag Government (Hart, iv, 497). Military Government. (11) The Ku-Klux (Hart, iv, 495). (12) Cause of passage of XIVth Amendment.

Administration of Ulysses S. Grant

The main headings are: (1) Foreign relations. The teacher will dwell upon the treaty of Washington. (2) The gradual process of moral reconstruction, the gradual disappearance of enmity between the sections. The liberal movement of 1872 deserves attention as the beginning of a reorganization and reshaping of political elements at the North. (3) Corruption in the civil service and efforts at betterment. It is somewhat difficult to get abundance of readable matter on this period.

The most readable books are Church, U. S. Grant.—Julian, Political Recollections.—Merriam, Life of Bowles.—Scribner's Popular History, v, 402–461.—Wilson, Grant.—Storey, Sumner, chaps. xxii–xxv.—Adams, C. F. Adams, chap. xix.—Hart, American History, iv, 501, 504, 550, 557; Source Book, 352–360.—Longer accounts in Blaine, Twenty Years.—Cox, Three Decades. (Julian and Merriam sympathize with liberal movement; Blaine is Republican, Cox Democratic.) Stanwood, Presidency, gives full accounts of the election (see chaps. xiv and xxv).—Use Lalor's Cyclopædia as before under rubric "Louisiana," "Florida," "South Carolina," "Ku-Klux-Klan," "Whisky Ring," "Crédit Mobilier," etc.—Much valuable material in Andrews, History of the Last Quarter-Century, fully illustrated.—Original material in Hinsdale, Works of James

A. Garfield.—Pierce, Memoir of Sumner.—Bigelow, Works of Samuel J. Tilden.—Appletons' Annual Cyclopædia. Most of the original material is hard to handle.

TOPICS.

(1) Horace Greeley. (2) What caused the panic of 1873? What other financial troubles are mentioned in the course of the history? (3) Review the causes of the Alabama troubles. (4) How many times have you found that England and the United States settled controversies without war? (5) The Geneva arbitration. (6) Indian wars. (7) Election disturbances in South. (8) Tweed ring. (9) Causes of reaction against Republicans, 1872–1876. (10) Election of 1876.

CHAPTER XVIII

THE NEW NATION

Administration of Rutherford B. Hayes

GENERAL STATEMENT.

Besides references in History of the American Nation, 505, see especially Scribner, History, v, chap. xxiv; and Andrews, History of the Last Quarter Century.

MONETARY QUESTIONS.

J. Sherman, Recollections, i, 507–549; ii, 636–660 (difficult).—Scribner, History, v, 486.—Appletons' Annual Cyclopædia for 1878, 1879, 1880.—Johnston and Woodburn, Orations, iv, 296–329.

TOPICS AND QUESTIONS.

(1) Was Hayes wise in withdrawing troops from the South? (2) Was he wise in vetoing riders? (3) What was the demonetization of silver? (4) The Bland-Allison act? (5) What is bimetalism? (6) Industrial troubles. (7) Greenback party. (8) Chinese immigration question.

Administrations of Garfield and Arthur

GARFIELD.

Hinsdale, Republican Campaign Text-Book for 1880.—J. R. Lowell, Democracy and Other Addresses, 43.

CIVIL-SERVICE APPOINTMENTS.

Fiske, Civil Government, 261–264.—Wilson, Congressional Government, 236, 237.—Lalor, Cyclopædia, i, 484, 485.—Bryce, American Commonwealth, 3d ed., i, 61–64.—Andrews, Last Quarter Century.—Moore, American Congress, 476–478.—Scribner, History, v, 522.—Speeches in Johnston and Woodburn, Orations, iv, 367. See also Stanwood, Presidency, chap. xxvii.

TOPICS AND QUESTIONS.

(1) When was the spoils system established? (2) What does the Constitution say about succession to the presidency? (3) See if you

can find out how many offices in the United States Government are now filled through competitive examination. (4) What are supposed to be the advantages of the merit system? (5) Assassination of Garfield. (6) Civil Service reform. (7) Election of 1884.

First Administration of Grover Cleveland

References for the period since 1885 are not easy to give, as the events have not yet been systematically treated in an historical manner. Nearly all the larger and more systematic histories of the country stop short of recent times. Neither is it feasible to distinguish general authorities from contemporary accounts, as all accounts of a time so recent are contemporary.

Many valuable articles relating to the history of the United States during this period will be found in the leading magazines. For a general index to reviews and magazines, see Poole's Index. Magazines and newspapers, though difficult to use, are of indispensable importance. The newspaper almanacs, such as those of the New York Tribune and New York World, are very useful for reference, particularly on statistical matters.

Larned's History for Ready Reference, 6 vols., and Harper's Encyclopædia of United States History, 10 vols., are useful aids for special topics and contain much source material.

SHORT ACCOUNTS.

Wilson, Division and Reunion, chap. xiii.—Moore, American Congress, 482–490. Longer accounts in Andrews, Last Quarter-Century, chaps. iv, v.—Scribner, History, v, chap. xxvii.—For political events see Thorpe, A History of the American People, 501–504.—Johnston, American Politics, chap. xxvi.—Stanwood, History of the Presidency.—Edward McPherson, Handbook of Politics.—Woodrow Wilson, A History of the American People, v, 169–197.—J. L. Whittle, Grover Cleveland.

SOURCES.

Hart, American History, iv, 511, 518, 542, 564, 567.—Appletons' Annual Cyclopædia.—Taussig, Tariff History.—Harper's Encyclopædia of U. S. History, II, 206.

NEW LEGISLATION.

Electoral Count Act (Stanwood, 415); Presidential Succession Law; Interstate Commerce Act (Hart, iv, 521; Forum, July, 1891); Chinese Immigration Act (Harper, vii, 292).

TOPICS AND QUESTIONS.

(1) Anarchists (Wilson, v, 186–187). (2) What order of precedence is given to Cabinet officers by the Presidential Succession Law? (Stanwood, 412.—Andrews, Manual of Constitution, 162–163.—Wilson, v, 181–182). (3) What did Cleveland advocate in his message

of December, 1887? (Hart, iv, 518). (4) Objects of the American Federation of Labor (Wilson, v, 187). (5) Why was the Mills Tariff established? (Wilson, v, 192). (6) Cabinet enlarged by creation of new department (Andrews, Manual of Constitution, 320-321). What affairs are managed by this department? (7) Election of 1888 (Stanwood, chap. xxviii). (8) What President signed the bill for the four new States of 1889?

Administration of Benjamin Harrison

Moore, American Congress, 490–498.—Harper, v, 6–9; ix, 12.—Scribner, History, v, chaps. xxviii, xxix, xxx.—Andrews, Last Quarter-Century, chaps. vi, vii.—Thorpe, History of the American People, 504–510.—Wilson, v, 198–220.—Wallace, Life of General Benjamin Harrison.

SOURCES.

Hart, iv, 521, 523, 533.—McPherson, Handbook of Politics, gives legislation to 1894, in biennial volumes.—Appletons' Annual Cyclopædia.—See also the more serious contemporary magazines.—Harper and Larned, as above.

NEW LEGISLATION.

Pension Act, 1890; Sherman Act, 1890 (Forum, October, 1890); McKinley Bill, 1890; Act against trusts and combinations, 1890; Immigration Act, 1891 (Harper, v, 6–9; vi, 447–450, Lodge's speech). For these acts consult general references above.

TOPICS AND QUESTIONS.

(1) Importance and meaning of the Pan-American Congress. What measures did it recommend? (2) Scenes at the opening of Oklahoma (Wilson, v, 210–212). (3) What new sectionalism is revealed after 1890? (Wilson, v, 199–204). (4) Difficulties with Germany, Italy, Chili. How did they arise and how were they settled? (5) New rules for House of Representatives. (6) Thomas B. Reed and the Speakership. (7) What are the distinguishing features of the Australian ballot? (Fiske, Civil Government, 255, 266, 342, 347.—Century, xxxvii, 312; xxxviii, 793; xxxix, 472, 633.—Wilson, v, 195). (8) What was the object of the Sherman Act? (Wilson, v, 204–208.—Johnston, American Orations, iv, 296–366). (9) The Johnstown flood. (10) What is the doctrine of reciprocity advocated by Harrison? (Hart, iv, 523.—Appletons' Annual Cyclopædia, 1890, 202–205). (11) Election of 1892. What was the main issue of the campaign? (Harper, viii, 188–190.—Wilson, v, 214–220).

Second Administration of Grover Cleveland

Andrews, Last Quarter-Century, chaps. ix-xi.—Larned, History for Ready Reference, vi, 553 ff.—Thorpe, American People, 510–515.—Harper, ii, 206.—Taussig, Tariff History of the United States, 4th ed., chap. vii.—Wilson, v, 220–263.—Moore, American Congress, 498–508.

SOURCES.

McPherson, Handbook.—Hart, iv, 564, 567.

VENEZUELA CONTROVERSY AND RESTATEMENT OF MONROE DOCTRINE. Caldwell, Survey of American History, 214–216.—Harper, x, 38–39.—Hart, iv, 567.—American History Leaflets, No. 4, contains documents on Monroe Doctrine, 1789–1891.—North American Review, February, 1896, articles by James Bryce and Andrew Carnegie.—Wilson, v, 244–248.

TOPICS AND QUESTIONS.

(1) Commercial panic of 1893; its causes, effects, and remedies. (2) Columbian Exposition. (3) What was Cleveland's Hawaiian policy? (Harper, iv, 315.—Wilson, v, 240–244). (4) What was the Paris Tribunal and what did it decide? (Harper, i, 327–332, by J. W. Foster.—Hart, iv, 564.—Larned, vi, 51–53). (5) Labor troubles. The Pullman strike and its effects (Wilson, v, 235–240). (6) Coxey and his army (Wilson, v, 236–238). (7) On what grounds did the United States Supreme Court declare the income tax unconstitutional? (Thorpe, Constitutional History of the United States, iii, chap. vii. Consult also Larned and Harper.—Wilson, v, 230). (8) What reason can you find for the issue of bonds in time of peace? (Wilson, v, 231–232). (9) Repeal of Force Act. (10) Currency and tariff legislation. (See Thorpe, iii, chap. vii.—Wilson, v, 220–230.) (11) What was the main issue of the election of 1896? (Hart, iv, 536.—Larned, vi, 563–574, gives platforms of parties.—Wilson, v, 253–263).

First Administration of William McKinley

Larned, vi, under heading "United States."—Harper's Encyclopædia, under separate topics.—Thorpe, American People, 515–526.—Wilson, v, 263–300.

SOURCES.

Larned, vi, and Harper, Encyclopædia.—Hart, iv, part ix.

THE SPANISH-AMERICAN WAR.

Hart, iv, chap. xxx; Source Book, chap. xxi.—Wilson, v, 274–294.—Larned, vi, 585–638.—Harper, viii, 292–320, account by General Miles. See also ii, 438–461; iii, 112; vi, 86–101; viii, 30–34, 39–48, 54–61, 289–292.—Atlantic, June, 1898.—Scribner's, March, 1899, Roosevelt.—Caldwell, Territorial Development, 230–237.—Griffis, The Romance of Conquest, chap. xxvii.—R. H. Titherington, History of the Spanish-American War of 1898 (Appletons).—Captain A. T. Mahan, Lessons of the War with Spain, 30–180, naval battles.—The Rough Riders, by Theodore Roosevelt. For treaty of peace see Larned, vi, 624–626.—Hart, iv, 588.—Harper, viii, 81.

CUBA FREED AND GRANTED SELF-GOVERNMENT.

Hart, Source Book, Nos. 134, 140, 141; Contemporaries, iv, 557, 601.—J. H. Latané, The Diplomatic Relations of the United States and Spanish America, chap. iii.—Larned, vi, 170–190.—Harper, viii, 54–62, Battle of Santiago, by Lodge.—Wilson, v, 248–252, 269–274.—Fitzhugh Lee, Cuba and her Struggle for Freedom.—A. S. Draper, The Rescue of Cuba.—J. B. Atkins, The War in Cuba.—Many histories of the war have appeared, and contemporary magazines contain val-

uable articles by prominent participants in the war. See North American Review, November, 1897; March, 1898; February, 1900.—Forum, April, 1897; July, 1897; August, 1899.—Chautauquan, February, 1897; July, 1897.—Review of Reviews, 1897-1898. Very full. See index.—Independent, June 15, 1899.

ALASKA: GOLD DISCOVERY AND BOUNDARY DISPUTES.

Larned, vi, 6-10.—Harper, i, 78-89.—Caldwell, Territorial Development, chap. ix.—North American Review, October, 1899.

ANNEXATIONS.

Hawaii, 1898.

Harper, iv, 315-327.—Larned, vi, 254-258.—Caldwell, Territorial Development, 213-227.—Sparks, Expansion of the American People, 440-443.—E. J. Carpenter, America in Hawaii (1899).—W. E. Griffis, The Romance of American Colonization (1898).—J. A. O. Visger, The Story of Hawaii (1898).—A. T. Mahan, The Interest of America in Sea Power, 31-55.—Forum, March, June, 1893; February, 1894; September, December, 1897; March, 1898.—Chautauquan, April, 1893.—Review of Reviews, March, 1893; January, 1898.—North American Review, March, May, December, 1893; March, October, November, 1898.

Puerto Rico, 1898.

Larned, vi, 409-419.—Caldwell, Territorial Development, chap. x.—Hart, iv, 597.—Forum, November, 1899.—Harper, vii, 265-273.—Atlantic, July, 1902.

Philippine Islands, 1898.

Hart, Source Book, No. 143; iv, 594, 608.—Wilson, v, 290-298.—Caldwell, Territorial Development, x.—Larned, vi, 367-403.—Harper, v, 450-453; vii, 169-185.—W. E. Griffis, America in the East.—J. N. Callahan, American Relations in the Pacific and the Far East (1784-1900).—North American Review, September, 1898; December, 1899; January, February, 1900.—Harper's Magazine, November, 1899.—Outlook, January 14, 1899; April 5, May 31, November 8, 1902.—Independent, October 27, 1898.—Arena, January, 1900.—Atlantic, July, 1902.

Guam, 1898.

Harper's Weekly, August 20, 1898.—Outlook, August 19, 1899.

Samoan Islands, 1899.

Larned, vi, 431-434.—Harper, viii, 26-28.—Richardson, Messages and Papers of the Presidents, 1789-1897, vol. x, p. 189 (McKinley's message).—Forum, March, 1900.—American Review of Reviews, December, 1899.—Outlook, November 18, 1899.

TOPICS AND QUESTIONS.

(1) What was the "Act of Oblivion," March, 1896? What were its results as shown in the Spanish-American War? (Wilson, v, 263-264. (2) Why did McKinley call the extra session of Congress? What legislation did it enact? (Larned, vi, 581-582.—Harper, ix, 13-16). (3) How did the Maine disaster affect our relations with

Spain? (Larned, vi, 583–585.—Hart, iv, 573.—Read McKinley's message of April 11, 1898). (4) National Bankrupt Law, 1898. What does the Constitution say about bankruptcy? What previous attempts did Congress make to settle the bankruptcy question? (5) What was the object of the Gold-Standard Act of 1900? (Hart, iv, 539). (6) Hay-Pauncefote treaty (Larned, vi, 69–70). (7) Trace the policy of the United States during the trouble in China (Larned vi, 95, 96, 102, 104–128.—Harper, ii, 126–137.—Century, December, 1900.—Wilson, v, 299). (8) Election of 1900. See Larned, vi, 646–660, for platforms of parties. (9) President McKinley's last speech, Buffalo, September 5, 1901. (Halstead, McKinley, 497–503). What did he advocate? (10) Assassination of McKinley.

Recent Events and New Problems

Domestic Problems.

Expansion.

Views of McKinley, Larned, vi, 660–664; of Bryan, 664–666. See Hart, iv, chap. xxxi.—A. T. Mahan, Lessons of the War with Spain. —H. H. Bancroft, The New Pacific, 144–184.—Century, September, 1898.—Forum, September, October, 1898.—Harper's, November, 1898; January, November, 1899.—Outlook, January 14, January 21, 1899; March 24, 1900.—Scribner's, December, 1898.—Arena, March, 1900.—American Review of Reviews, November, 1899.—Atlantic, February, 1899.—Chautauquan, October, December, 1899; January, February, 1900.—North American Review, January, February, March, April, August, 1899.

Government of Our New Possessions.

Hart, iv, 604, 608.—Hill, Liberty Documents, chap. xxiv.—Insular cases, Larned, vi, 668–674, 682–683.—Atlantic, December, 1898; May, 1900.—North American Review, September, 1898; October, 1899.—Outlook, November 20, 1898; December 23, 1899.—American Review of Reviews, January, February, 1899; April, 1900.—Arena, January, 1899; April, 1900.—Forum, February, April, 1899; January, 1900.

The Trust Problem.

Hart, iv, 641.—Thorpe, Constitutional History, iii, chap. xxxix.—American Review of Reviews, October, 1899.—Outlook, August 31, 1901; September 13, December 13, 1902.—North American Review, June, 1901.—Atlantic, June, 1901.—Cosmopolitan, February, 1901.—Arena, September, 1899; December, 1900; February, 1901.—Century, May, 1900.—Scribner's, March, 1900.—Forum, January, 1900.

Relations of Capital and Labor.

Outlook, August 31, 1901; May 31, November 8, 1902.

Suffrage and the Ballot.

What shall be the qualifications of a voter? See Forum, December, 1898.—Thorpe, History, chaps. xxxv, xxxvii.—What States have restricted suffrage, and in what way?

Ballot Reform.

General references under Harrison's administration. See also Wigmore, The Australian Ballot.

Irrigation.

The great question of the West. See acts of 1894 and later in Larned, vi.

National Parks and Forest Reservations.

Review of Reviews, x, 651–653.

Civil Service.

General references on p. 46, under administrations of Garfield and Arthur. For a review of civil service, 1893–1901, see Larned, vi, 145–146. See also Curtis, Orations and Addresses, vol. ii.—Hart, iv, 636.—Civil service in the colonies, Forum, April, 1899.—North American Review, October, 1899.—Atlantic, May, 1900.

The Negro Problem.

Andrews, Last Quarter-Century, chap. xii.—Hart, iv, 652, 663.—Booker T. Washington, Future of the American Negro; Up from Slavery (Washington's autobiography).—Thorpe, Constitutional History, iii, chaps. xxxv, xxxvii, Race Problems of the South.—Grady, Life and Labors of H. W. Grady, 179–194.—Outlook, May 31, 1902.—Encyclopædia Americana, iv, 12–17.—Study in this connection Bryce, American Commonwealth (third American edition), chapter cxvi, Social and Economic Future of America.

Immigration.

Wilson, v, 212–214.—Harper, v, 6–9; vi, 447–450.—North American Review, vol. cxxxix, p. 358.—R. M. Smith, Emigration and Immigration. From what countries do the most immigrants now come? For what purpose do they come to America? Are there reasons for restriction of foreign immigration? Should we discriminate between different nationalities? To what class of persons is cheap labor a benefit? How can foreigners become assimilated?

The Slums.

Hart, iv, 654.—Jacob A. Riis, How the Other Half Lives (Scribner's, 1890); The Making of an American.

International Relations.

Atlantic, March, 1900.—Hart, iv, 612.

International Arbitration and Universal Peace.

Peace Conference at The Hague, Larned, vi, 352–365.—Forum, September, 1899.—Old South Leaflets, No. 114, gives The Hague Arbitration Treaty. What subjects have been settled by arbitration since the Civil War?

The Open-Door Policy in China.

Hart, iv, 616.—See especially North American Review for August, 1900; also July, November, 1900.—Cosmopolitan, September, 1900.—Forum, September, 1900.—Arena, September, 1900.—Century, September, October, 1900.—Harper's Magazine, May, 1900.

Anglo-Saxon Alliance.

Arena, August, 1898.—North American Review, June, August, September, 1898; October, 1899; March, 1900.—Atlantic, October, 1898.—Harper's, December, 1898.—Scribner's, December, 1898.—Forum, January, October, 1899.—Outlook, September 30, 1899.

Relations with South American Republics. The Future of the Monroe Doctrine.

Hart, iv, 561, 625; also Hart, Foundations of American Foreign Policy.—Outlook, February 8, 1902.

The Interoceanic Canal Problem.

Larned, vi, 65–71.—North American Review, December, 1898.—Harper, Encyclopædia, vi, 459–465.—J. B. Henderson, Jr., American Diplomatic Questions, 65–201.—Hart, iv, 622.

Commercial Rivalry of the World.

Forum, June, 1899.—Chautauquan, March, 1901.—Scribner's, January, February, March, 1902.—Atlantic, January, 1902.

Reciprocity.

Hart, iv, 523.—Lalor, Cyclopedia, iii, 537–539.—Outlook, January 18, 1902.—Forum, December, 1901.—Chautauquan, December, 1901.—Atlantic, August, December, 1901.—North American Review, July, 1901.

TEACHERS' AIDS

B. A. Hinsdale.

How to Study and Teach History. New York: Appletons, 1894. A very useful and suggestive book. Contains a number of chapters treating of methods of handling portions of American history.

Committee of Seven.

Report of the Committee of Seven of the American Historical Association; The Study of History in Schools. New York: Macmillan, 1899. Covers the subject of method in short form; recommends course of study; discusses the place of history in the curriculum, etc. 50 cents.

Committee of Ten.

Report of the Committee on Secondary School Studies appointed at the meeting of the National Education Association. Originally published by National Bureau of Education, reprinted 1894 by American Book Company. Commonly called Report of Committee of Ten. For history and government, see 162-201. Helpful in suggesting methods of work.

E. Channing, A. B. Hart.

Guide to the Study of American History. Boston: Ginn, 1896. Contains a vast amount of material, full bibliographies, and reference lists. Invaluable to special students, and a great aid to teachers with advanced classes.

Sara M. Riggs.

Studies in United States History. Boston: Ginn, 1902. Chiefly references.

W. H. Mace.

A Working Manual of American History for Teachers and Students. Syracuse: Bardeen, 1895. Contains suggestions on method, outlines, and a few good extracts from sources. Helpful.

J. N. Larned.

The Literature of American History. Boston: Houghton, 1902. $6. A list of some 4,000 titles with critical annotation by associated scholars.

H. E. Bourne.

The Teaching of History and Civics. New York: Longmans, 1902.

Committee of New England History Teachers' Association.

Historical Sources in Schools. New York: Macmillan, 1902. Will be of very great value to teacher. Contains references to best source material.

MAPS

A good wall map is published by the United States Land Office. Shows accessions of territory. Price, $1.25. Address Director of the Land Office, Washington, D. C. The United States Geological Survey has issued a few useful maps. Of special service is Single Sheet Relief Map of United States, printed in shades of brown, size about 26 × 17.

Outline maps to be filled in by pupils with historical data are published by Heath, Boston.

Good small atlas is A. B. Hart's Epoch Maps, illustrating American History. New York: Longmans, 1892. The same maps are published in the three volumes of the Epochs of American History, written by Thwaites, Hart and Wilson (New York: Longmans).

Also useful is Townsend MacCoun, Historical Geography of the United States. Boston: Silver, 1889. F. H. Hodder, Outline Maps for an Historical Atlas of the United States. Boston: Ginn, 1901. Also McKinley's Outline Atlases. Philadelphia: The McKinley Publishing Co., 1902.

SELECTED LIST OF MOST USEFUL BOOKS

R. G. Thwaites, A. B. Hart, W. Wilson.
The Epochs of American History, 3 vols. New York: Longmans, 1891–1893. $1.25 per vol.

G. P. Fisher, W. M. Sloane, F. A. Walker, J. W. Burgess.
The American History Series, 7 vols. New York: Scribner, 1892–1902. $1 per vol.

H. C. Lodge.
A Short History of the English Colonies in America. New York: Harper, 1886. $3. Especially valuable accounts of industrial and social life.

Also following volumes belonging to American Statesmen Series:

1. C. Schurz, Henry Clay, 2 vols. 2. H. C. Lodge, George Washington, 2 vols. 3. J. T. Morse, Jr., Benjamin Franklin. 4. J. T. Morse, Jr., Abraham Lincoln, 2 vols. 5. J. T. Morse, Jr., Thomas Jefferson. 6. T. Roosevelt, Thomas H. Benton. 7. H. Von Holst, John C. Calhoun. 8. J. T. Morse, Jr., John Adams. 9. H. C. Lodge, Alexander Hamilton. 10. T. K. Lothrop, William H. Seward. 11. A. B. Hart, Salmon P. Chase. Boston: Houghton, 1886–1900. $1.25 per vol. Also new editions, 1899; preferable to the first editions.

L. of C.

W. E. H. Lecky.
The American Revolution, edited by J. A. Woodburn. New York: Appletons, 1898. $1.50.

T. A. Dodge.
A Bird's-Eye View of the Civil War. Boston: Osgood, 1883, or new edition, Houghton, 1897. $1.

In addition to these there should be some collections of sources, of which the following are the most useful:

A. Johnston.
Representative American Orations, 3 vols. New York: Putnam, 1884. Same, with additions by J. A. Woodburn, 4 vols., 1897. $1.25 per vol.

A. B. Hart.
American History told by Contemporaries, 4 vols. New York: Macmillan, 1897–1901. $2 per vol.
Source Book of American History. New York: Macmillan, 1899. 60 cents.

Mabel Hill.
Liberty Documents. New York: Longmans, 1901. $2.

Howard W. Caldwell.
American History Studies, 3 vols. Chicago: Ainsworth, 1897–1900.

W. MacDonald.
Select Documents Illustrative of the History of the United States, 1776–1861. New York: Macmillan, 1898. $2.25.
Select Charters and other Documents Illustrative of American History, 1606–1775. New York: Macmillan, 1899. $2.

A. B. Hart, E. Channing.
American History Leaflets. New York: Lovell, 1892. (Very useful.) 10 cents each.

E. D. Mead (Editor).
Old South Leaflets. Boston: Directors of Old South Work. (A list will be sent on application to publishers.) 5 cents each.

A longer list of books should include, in addition to those already mentioned:

E. Stanwood.
A History of the Presidency. Boston: Houghton, 1898. $1.50.

J. Fiske.
The Discovery of America, 2 vols. Boston: Houghton, 1892.
The Beginnings of New England. Boston: Houghton, 1892. $2.
Old Virginia and her Neighbors, 2 vols. Boston: Houghton, 1897. $4.
The Dutch and Quaker Colonies in America, 2 vols. Boston: Houghton, 1899. $4.
New France and New England. Boston: Houghton, 1902.
The American Revolution, 2 vols. Boston: Houghton, 1891.
The Critical Period of American History. Boston: Houghton, 1890.

B. A. HINSDALE.
The American Government. Chicago: Werner. (Several editions.) 75 cents.

H. A. WHITE.
Robert E. Lee and the Southern Confederacy, 1807-1870. New York: Putnam, 1897. $1.50.

J. B. MCMASTER.
History of the People of the United States, 5 vols. (others to follow). New York: Appletons, 1883–1899. $2.50 per vol.

J. SCHOULER.
History of the United States, 6 vols. New York: Dodd, 1895–1899. $13.50.

J. F. RHODES.
History of the United States since the Compromise of 1850, 4 vols. (others to follow). New York: Harper, 1893–1899. Now published by Macmillan. $2.50 per vol.

J. BRYCE.
The American Commonwealth (abridged edition). New York: Macmillan, 1896. $1.75.

F. PARKMAN.
The Old Régime in Canada; The Pioneers of France in the New World; Montcalm and Wolfe, 2 vols. Boston: Little, 1887–1888. $1.50 per vol. The publishers have also issued a volume in which Parkman's narratives are condensed. The title is The Struggle for a Continent. Boston, 1902.

H. A. SMITH.
The Thirteen Colonies, 2 vols. New York: Putnam, 1901. $1.50 per vol.

There should also be on the shelves of the library a good history of the State in which the school is located. The volumes in the Commonwealth Series (Boston: Houghton, $1.25 per vol.) are, as a rule, the best. A good history of England, such as Green's Short History of the English People, is almost indispensable.

A full bibliography is given in Channing and Hart's Guide mentioned above. Very helpful also is The Literature of American History, edited by J. N. Larned, of the Buffalo Public Library (Boston: Houghton, 1902). With the aid of such a volume books can be bought with the assurance of their value. For a longer list for the purposes of a school library, see Larned, Literature of American History, p. 464.

THE END (1)

TWENTIETH CENTURY TEXT BOOKS.

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D. APPLETON AND COMPANY, NEW YORK.

A WORK OF COMMANDING IMPORTANCE.

The United States of America.

A Study of the American Commonwealth, its Natural Resources, People, Industries, Manufactures, Commerce, and its Work in Literature, Science, Education, and Self-Government. Edited by NATHANIEL S. SHALER, S. D., Professor of Geology in Harvard University. Two volumes, royal 8vo. With Maps, and 150 full-page Illustrations. Cloth, $10.00.

Every subject in this comprehensive work is timely, because it is of immediate interest to every American. Special attention, however, may be called to the account of American Productive Industry, by the Hon. Edward Atkinson, with its array of immensely informing diagrams and tables; and also to Industry and Finance, a succinct and logical presentation of the subject by Prof. F. W. Taussig, of Harvard University. Both these eminent authorities deal with questions which are uppermost to-day.

LIST OF CONTRIBUTORS.

HON. WILLIAM L. WILSON, Chairman of the Ways and Means Committee, Fifty-third Congress.
HON. J. R. SOLEY, formerly Assistant Secretary of the Navy.
EDWARD ATKINSON, LL. D., PH. D.
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